DOCUMENT RESUME

ED 235 125 SP 023 017

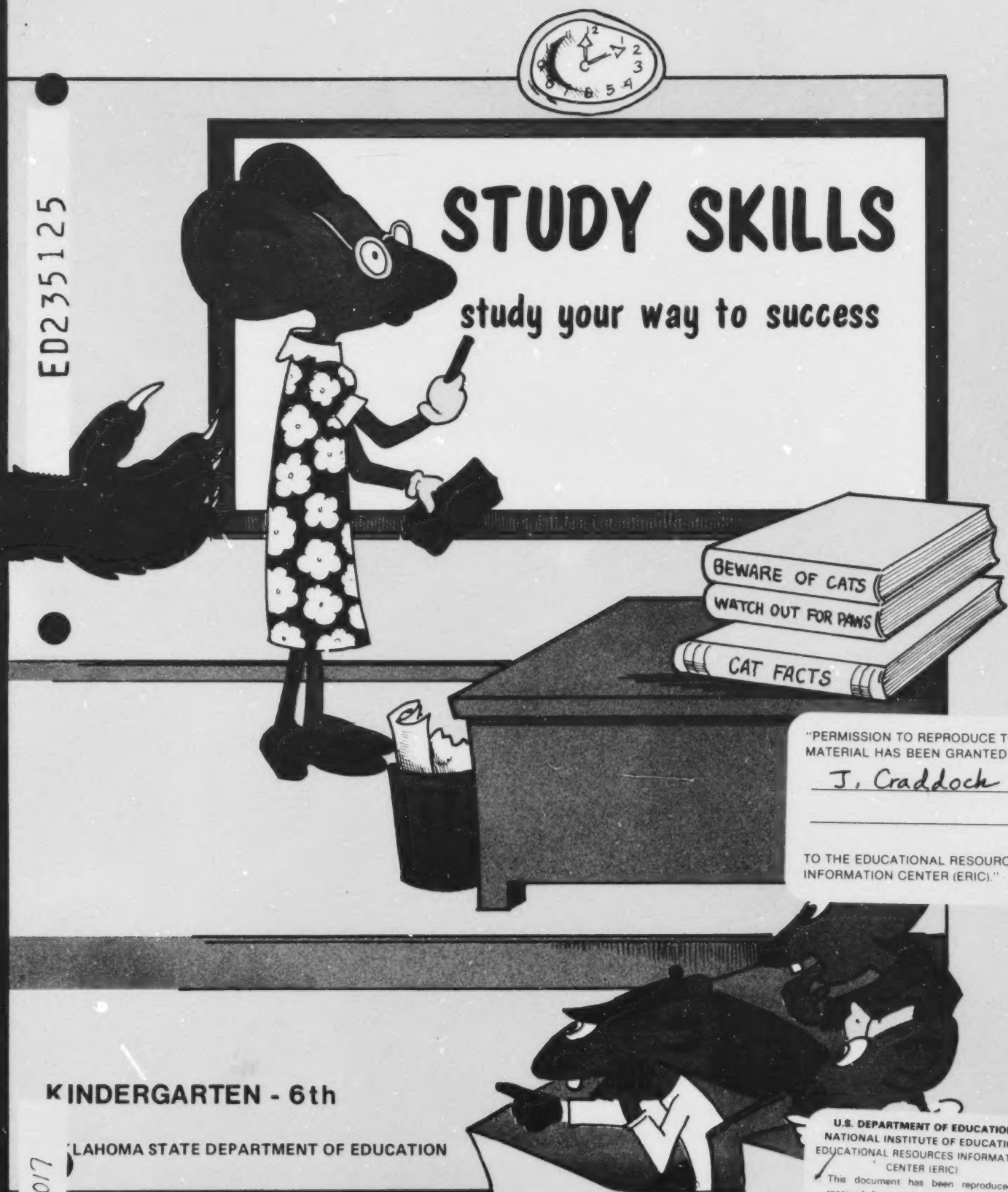
TITLE	Study Skills: Study Your Way to Success. Kindergarten-6th.
INSTITUTION	Oklahoma State Dept. of Education, Oklahoma City.
PUB DATE	82
NOTE	83p.
PUB TYPE	Guides - Classroom Use - Guides (For Teachers) (052) -- Reference Materials - Bibliographies (131)
EDRS PRICE	MF01/PC04 Plus Postage.
DESCRIPTORS	Elementary Education; *Notetaking; Parent Role; Student Behavior; Student Improvement; *Student Motivation; *Study Habits; *Study Skills; Teacher Role; *Test Wiseness

ABSTRACT

This booklet provides a multi-curriculum collection of ideas and activities designed to improve the study skills of students in kindergarten through sixth grade. This collection of ideas and activities may be used to supplement learning activities in any classroom, and many of the booklet's pages may be duplicated for parent or student use. Suggestions are made on how parents and teachers may help students develop good study habits, and pointers are given for students on organizing profitable study time. The scope and sequence of study skills according to expected grade-level accomplishment are listed. Student activity pages are provided in the areas of study habits, taking notes, reports and projects, and test taking. An extensive bibliography of resources is included. (JD)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED2351125



"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
J. Craddock
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

KINDERGARTEN - 6th

LAHOMA STATE DEPARTMENT OF EDUCATION

1982

SP 023 017

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
This document has been reproduced as received from the person or organization originating it.
Minor changes have been made to improve reproduction quality.
Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

This publication, printed by University of Oklahoma Printing Services, Norman, Oklahoma, is issued by the Oklahoma State Department of Education as authorized by Leslie Fisher, State Superintendent. 22,000 copies have been prepared and distributed at a cost of $15,400.00.

Copyrighted by the Oklahoma State Department of Education, 1982. The contents of this publication cannot be reproduced in part or whole and sold.

Study Skills

study your way to success

Oklahoma
State Department of Education

DR. LESLIE FISHER, State Superintendent
LLOYD GRAHAM, Deputy Superintendent
TOM CAMPBELL, Associate Deputy Superintendent
JOHN FOLKS, Associate Deputy Superintendent

J.D. Giddens
Assistant Superintendent
INSTRUCTION

Jack Strahorn
Assistant Superintendent
STATE-FEDERAL

Murl Venard
Assistant Superintendent
FINANCE

FOREWORD

To become a genuinely educated person, one must acquire learning skills which foster independent inquiry - inquiry that continues throughout life in all areas of living rather than just in the academics. Educated persons realize that to remain educated in an ever-changing world they must have desire and commitment and organize their lives accordingly. Such individuals can competently apply their skills in goal-directed learning, either inside or outside an institutional setting.

The Oklahoma State Department of Education feels it is important for students to acquire independent learning skills early in their school experience. Students must learn how to learn. Educational planners must recognize this need and provide for it in all areas of the curriculum. The responsibility of teaching good study skills belongs to all teachers, regardless of grade level or subject area.

It is our hope that this publication aids educators in these endeavors.

Leslie Fisher

Leslie Fisher
State Superintendent of
Public Instruction

PREFACE

Study Your Way to Success is a multi-curriculum collection of ideas and activities for kindergarten through sixth grade. It may be used to supplement learning activities in any classroom. An extensive bibliography of resources is included.

Many of the pages may be duplicated for student and parent use. Hints for parents should be distributed early in the school year so they may understand their role in helping their child develop good study skills.

Student activity pages are provided in each of the following areas:

Study Habits
Taking Notes
Reports and Projects
Test-Taking

Suggested study hints may also be duplicated for older students.

ACKNOWLEDGEMENTS

Patricia Cunningham, Chair
Tuttle Lower Elementary
Tuttle, Oklahoma

Francine Schiffman
Tulakes Elementary
Putnam City, Oklahoma

Jeanie Sisson
Project Stay
Moore Publie Schools
Moore, Oklahoma

Ellen Lack
Whittier Middle School
Norman, Oklahoma

Lenore Beard
Grant Foreman Elementary
Muskogee, Oklahoma

Betty Souza
Deer Creek Public Schools
Edmond, Oklahoma

Barbara Spriesterbach
State Department of Education
Oklahoma City, Oklahoma

TECHNICAL ASSISTANCE

Sandra Boules, Artist, Oklahoma City
Jeannie Mendell, Artist, Oklahoma City

STATE DEPARTMENT OF EDUCATION

Mary Reid
Kay York
Leonard Bates

SPECIAL THANKS TO THE

OKLAHOMA CURRICULUM IMPROVEMENT COMMISSION
Jerry Rippetoe, Chairman

CONTRIBUTORS

Judy Powell, Consultant, The Economy Company

Technical Assistance

Sandra Boules, Artist, Oklahoma City
Jeannie Mendell, Artist, Oklahoma City
Pat Teel, Artist, Lawton

Special thanks to the following for their cooperation:

Oklahoma Department of Libraries
Moore Public Schools
Norman Public Schools
Pioneer Multi-County Library
Putnam City Public Schools

Oklahoma State Department of Education

Mary Reid, Assistant Administrator of Curriculum Services
Kay York, Administrator of Curriculum Services
Leonard Bates, Deputy Director of Curriculum Services

TABLE OF CONTENTS

STUDY SKILLS 13
Teacher's Role 17
Parent's Role 19
Student's Role 23

SCOPE AND SEQUENCE, K-6 25

STUDY HABITS/ACTIVITIES 37

TAKING NOTES/ACTIVITIES 55

REPORTS AND PROJECTS/ACTIVITIES 65

TAKING TESTS/ACTIVITIES 79

BIBLIOGRAPHY 87

Study Skills

Study skills are the competencies associated with acquiring, recording, organizing, synthesizing, remembering, and using information. These skills are essential for today's students both in school and in future careers. There are many different types of information to be examined and learned. This demands that today's student have effective study skills.

Succeeding in the classroom and becoming an independent learner involve the development of efficient study methods or learning how to learn. No matter the grade level involved, the same techniques are used with only content and materials differing. The following skills will be needed: listening, how to read a textbook, taking notes, using a library, outlining, summarizing, writing, numbering, reporting and test-taking.

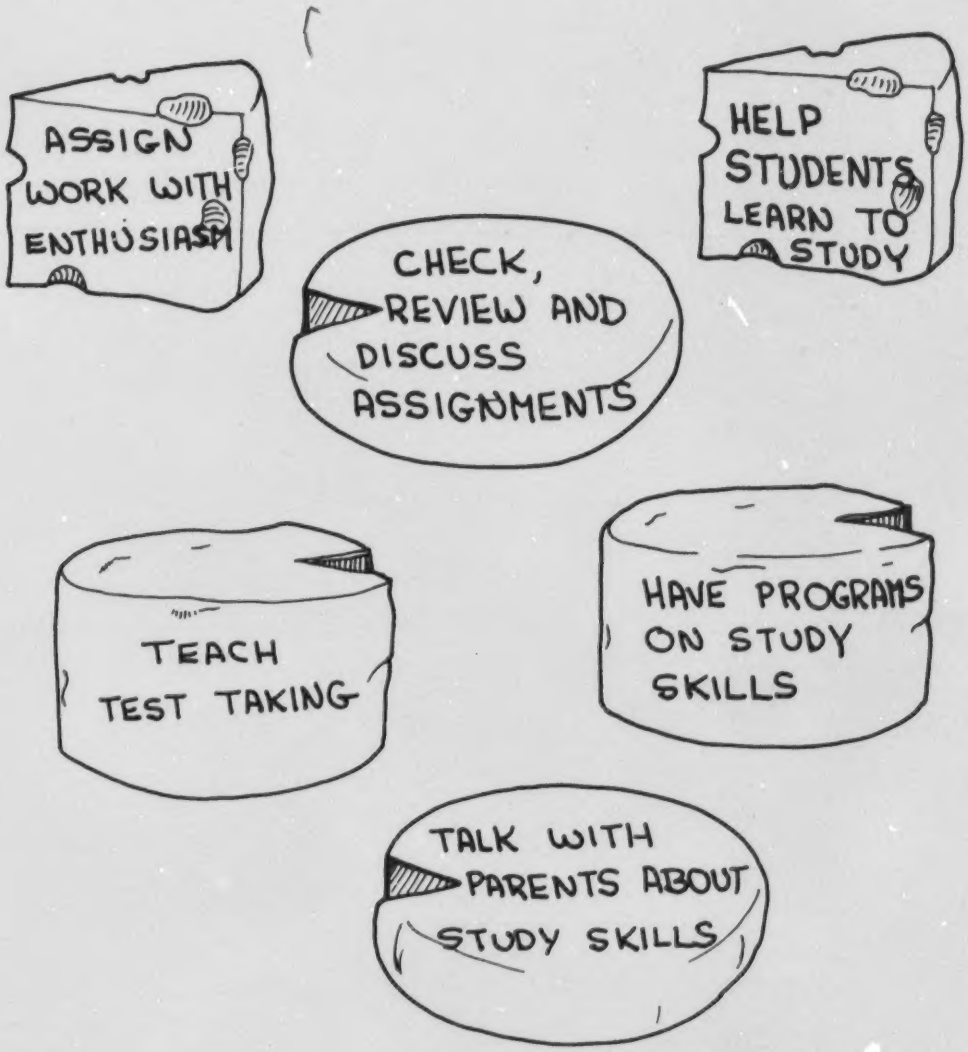
Underlying the development of "learning how to learn" are the students' motivation and concepts of themselves. Several psychological theories have been advanced to explain motivation and the effects of good self-concepts on learning. While research has not answered many questions, the available evidence does support the belief that the teachers should do what they can to build in their students the belief that they can succeed. The teacher should be aware of motivational factors. These factors may be extrinsic or instrinsic with the most emphasis being placed on the instrinsic factors. It has been stated that "nothing succeeds like success".

The students' curiosity should be capitalized on by creating learning tasks that challenge. The teacher must know his/her students, their needs, interests, attitudes, anxieties, and potentialities. Success comes from completing appropriate, significant and relevant tasks correctly in a brief period of time. The development of study skills or "good study habits" will allow a student to go far towards accomplishing academic and personal goals.

The aim of the teacher, parent, and student should be to help the student achieve according to his/her ability. All share the responsibility for the development of efficient study methods. The following sections on the role of the teacher, parent, and student provide ways of improving study skills.

TEACHER'S ROLE

The teacher has a dual role in the building of good study habits. He/she helps to provide motivation and initiate the learning experiences in school. The teacher should:


ASSIGN WORK WITH ENTHUSIASM
HELP STUDENTS LEARN TO STUDY
CHECK, REVIEW AND DISCUSS ASSIGNMENTS
TEACH TEST TAKING
HAVE PROGRAMS ON STUDY SKILLS
TALK WITH PARENTS ABOUT STUDY SKILLS

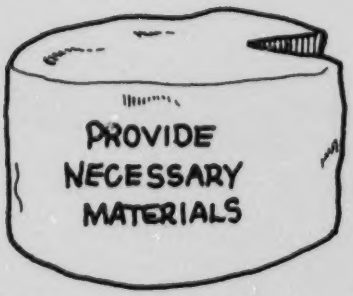
Parent's Role

Learning to study is an important part of your child's education.Your child's success in school and in the future depends on learning to learn. Parents are motivators to learning and building good study habits.

You can help your child develop good study habits in the following ways:

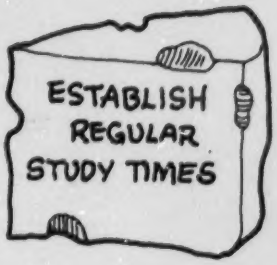
Help your child stay physically fit by providing him/her with the proper diet. Be sure he/she has the opportunity to get plenty of exercise and plenty of sleep.

Encourage your child to establish his/her special studying location. This should be a quiet, uncluttered place where few distractions will occur. Music or television programs should be minimal. The area should be well lighted and at a comfortable temperature.



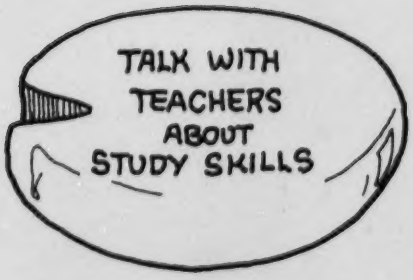
Provide your child with materials needed for study. Pens, pencils, paper, etc., may be needed as well as materials from the library.

Help your child determine a regular time to study each day. This time should not be immediately after school nor should it be at the end of the day when the student is very tired.

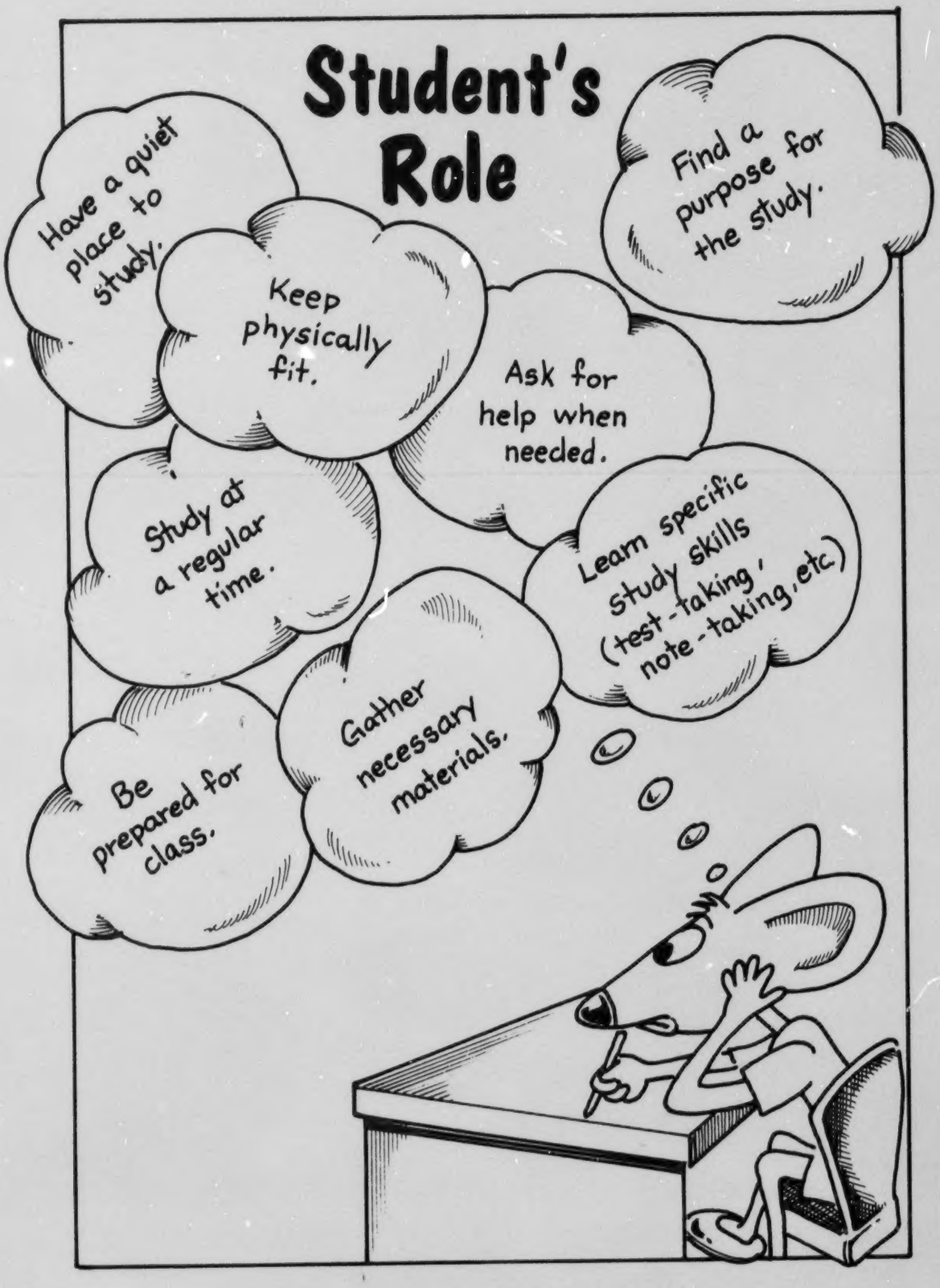


Provide help and encouragement without assuming responsibility for your child's work. Children often need help organizing their tasks and setting realistic time goals for assignment.

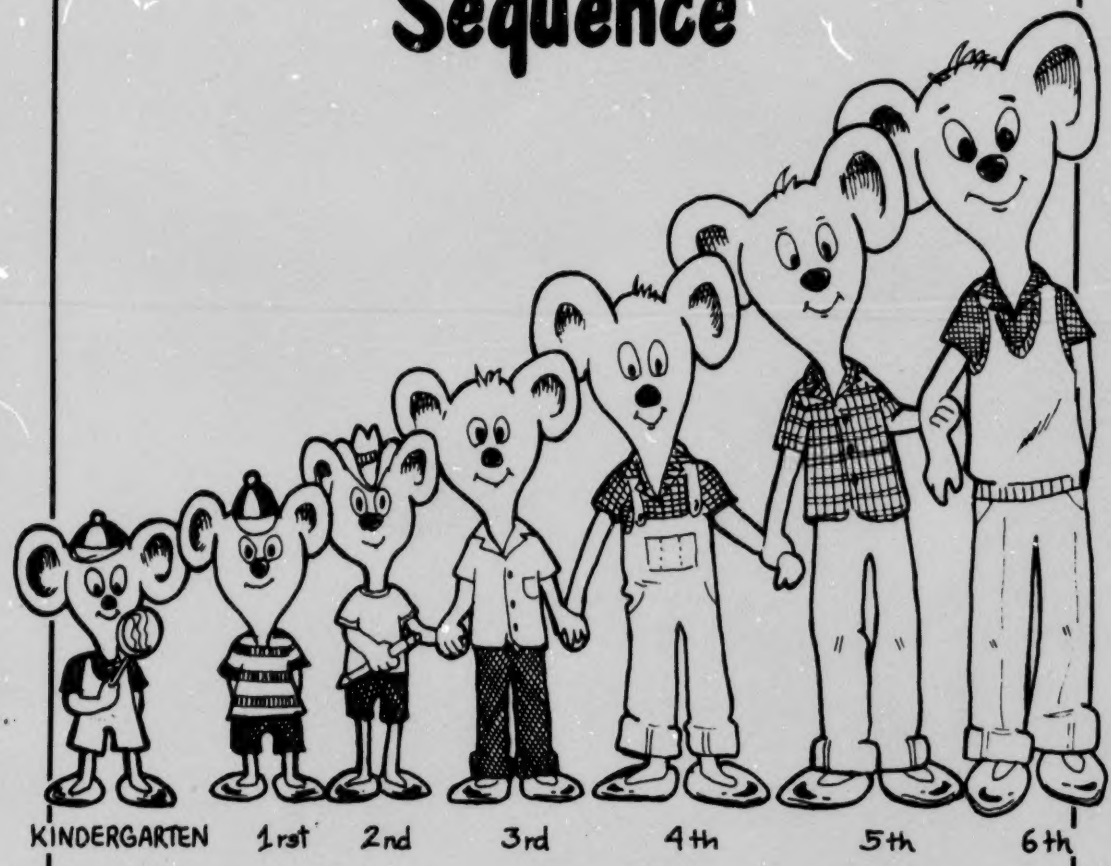
Arrange to meet with your child's teacher to determine the most effective way to help him/her. Find out what study skills your child needs to acquire.



TEACHER'S NOTE: Duplicate the Parents' Role and distribute to parents at the beginning of the year.


Student's Role
Have a quiet place to study.
Keep physically fit.
Find a purpose for the study.
Ask for help when needed.
Study at a regular time.
Learn specific study skills (test-taking, note-taking, etc.)
Gather necessary materials.
Be prepared for class.

Scope and Sequence

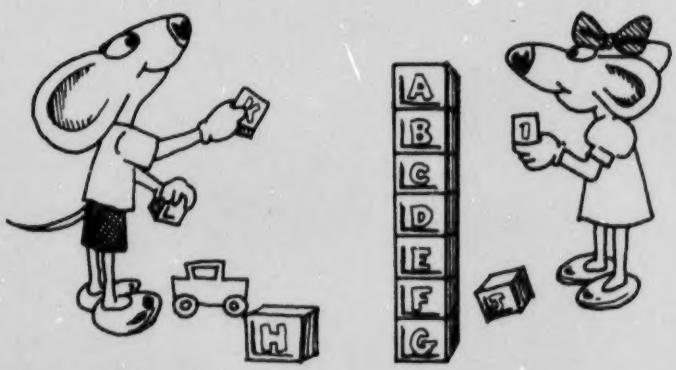


The Scope and Sequence lists study skills according to expected grade-level accomplishments.

STUDY SKILLS – Kindergarten

The student will:

1. Understand information through pictures.
2. Listen to a story and identify the main idea.
3. Answer questions about a story.
4. Follow directions.
5. Communicate through discussion and exchange ideas.
6. Know difference between true or make believe.
7. Be introduced to the author and title of books.
8. Be introduced to an idea utilizing several sources.
9. Memorize suitable information.
10. Locate appropriate materials.
11. Classify objects (likenesses and differences).
12. Be introduced to test-taking situations.



STUDY SKILLS – First Grade

The student will:

1. Review the basic skills introduced in Kindergarten.
2. Listen to a story and identify the sequence of events.
3. Follow two and three-step oral directions given individually and to the group.
4. Follow written directions to complete a task requiring one step.
5. Alphabetize words by the first letter.
6. Be introduced to media personnel. Following a tour of the media center and discussion of the center's policies and procedures, the learner will:
   a. Name media center personnel
   b. Locate and identify various areas of the media center, types of materials, and services available.
7. Identify simple library/media terms after having been introduced to them.
8. Locate and identify various materials and equipment in the media center, such as:
   a. Books (fiction and non-fiction)
   b. Appropriate equipment and materials
9. Classify words by likenesses and differences.
10. Memorize suitable information.
11. Review test-taking situations utilizing acquired skills.

STUDY SKILLS – Second Grade

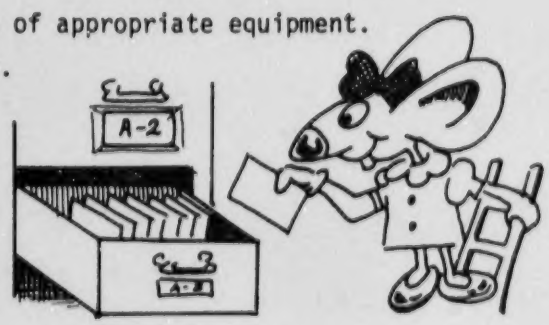
The student will:

1. Read fiction and nonfiction and identify the sequence of events.
2. Find specific information by using various media.
3. Plan and participate in interviews and field trips.
4. Summarize simple information from interviews and field trips.
5. Differentiate between fact and fiction.
6. Follow oral and written directions given individually or to the group.
7. Alphabetize words by the first letter.
8. Use knowledge of alphabet sequence to locate words in an appropriate dictionary.
9. Be introduced to the table of contents to locate stories and poems.
10. Recognize that maps and globes are used to locate places.
11. Locate and identify various materials and equipment in the media center such as:
    a. Books
    b. Records/record players
    c. Filmstrips/filmstrip projectors and viewers
    d. Cassettes/cassette players and recorder
    e. Sound filmstrips/projectors and viewers
    f. Headsets and jack boxes
    g. Films/film projectors
12. Locate specific title or type of library/media reference materials, such as:
    a. Card catalog
    b. Dictionaries
    c. General encyclopedias
    d. Magazines
13. Use skills in test-taking.
14. Memorize suitable information.

STUDY SKILLS – Third Grade

The student will:

1. Scan materials to find out specific information.
2. Read fiction and nonfiction and identify the main ideas.
3. Follow oral or written directions given individually or to a group.
4. Alphabetize words through the second letter.
5. Identify the section of the dictionary where a given word is located (front, middle, last).
6. Identify and use guide or entry words.
7. Use diacritical marks to pronounce new words.
8. Extend use of table of contents and use glossary and index to locate information.
9. Use simple maps, globes, charts, tables and graphs.
10. Recognize there is a plan for library arrangement.
11. Increase fluency in oral and silent reading.
12. Locate and identify various materials and equipment in the media center.
13. Locate specific title or type of library/media reference materials such as:
    a. Symbols used to categorize books
       Ex. "R" - Reference, "F" - Fiction, etc.
    b. Card catalog - introduce purpose of card catalog
    c. Introduce author, title and subject cards
    d. General encyclopedias
    e. Magazines
    f. Atlas
14. Develop skills on the utilization of appropriate equipment.
15. Memorize content area information.
16. Use skills in test-taking.

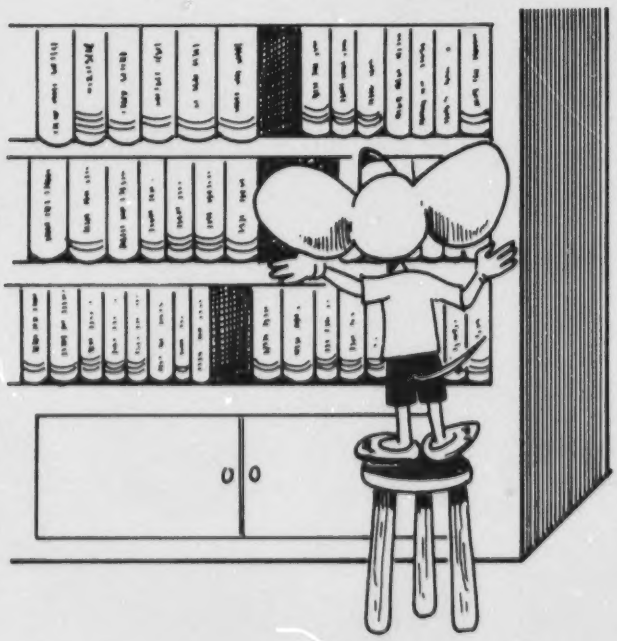


STUDY SKILLS – Fourth Grade

The student will:

1. Summarize information from a written source.
2. Follow oral and written instructions.
3. Maintain and extend fluency in oral and silent reading.
4. Extend the skill to skim for specific information.
5. Be able to use parts of a book to locate information.
   a. Title page
   b. Table of contents
   c. Glossary
   d. Index
6. Distinguish between the kind of information to be found in a dictionary and an encyclopedia.
7. Perform the following dictionary skills:
   a. Alphabetize a list of words
   b. Use guide words to locate entry words
   c. Use pronunciation key
   d. Select definition to fit context
8. Locate needed information in:
   a. Dictionary
   b. Encyclopedia
   c. Newspapers
   d. Magazines
   e. Telephone directory
   f. Atlas
9. Interpret graphic materials using:
   a. Maps
   b. Charts and tables
   c. Diagrams
   d. Illustrations and cartoons
   e. Graphs

10. Demonstrate increased ability to locate material on shelves and information in materials.
    a. Guide word
    b. Letters on spine
    c. Alphabetize through fourth letter in card catalog
11. Reinforce Card Catalog - distinguish between
    a. Author card
    b. Title card
    c. Subject card
12. Locate call number on a catalog card and be able to locate specific materials with identical call numbers.
13. Be introduced to the 10 general classifications of Dewey Decimal System.
14. Develop skills in the utilization of appropriate equipment.
15. Memorize information in content areas.
16. Use study habits in test-taking.



STUDY SKILLS – Fifth Grade

The student will:

1. Take notes and make a simple outline from one source.
2. Paraphrase specific information.
3. Follow oral and written instructions.
4. Use parts of a book to locate information.
   a. Title page
   b. Table of contents
   c. Glossary
   d. Index
   e. Bibliography
5. Extend the following dictionary skills:
   a. Alphabetize a list of words
   b. Use guide words to locate entry words
   c. Use pronunciation key
   d. Select definition to fit context
6. Locate needed information from various sources such as:
   a. Dictionary
   b. Encyclopedia
   c. Telephone directory
   d. Newspapers
   e. Magazines
   f. Atlas
   g. Almanac
7. Interpret graphic materials using:
   a. Maps
   b. Charts and tables
   c. Diagrams
   d. Illustrations and cartoons
   e. Graphs

STUDY SKILLS - Fifth Grade Continued

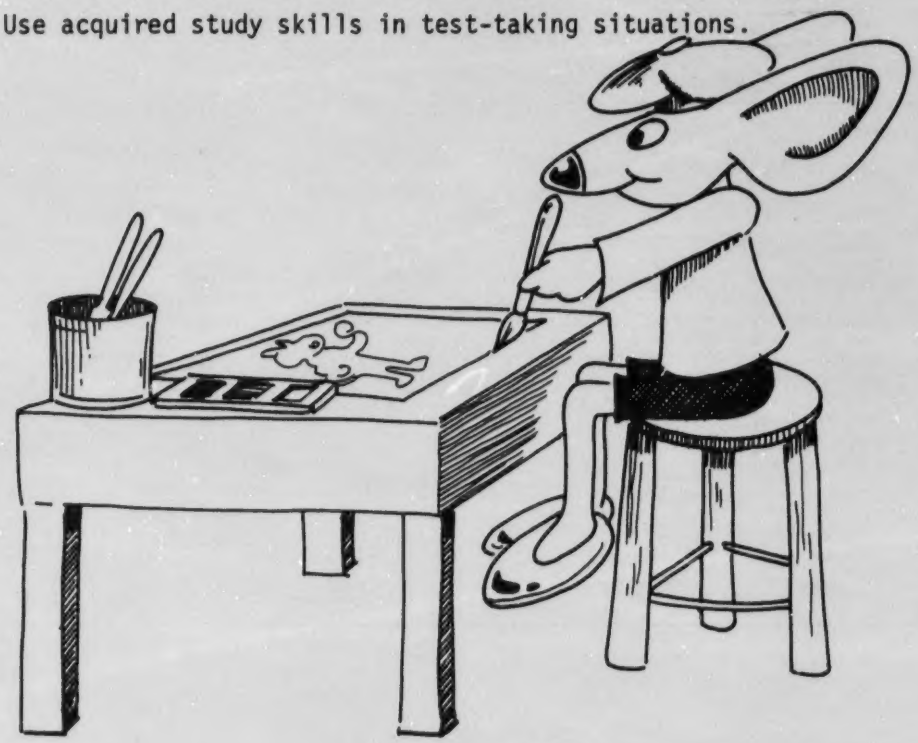
8. Use outlining as a study aid
   a. Main topic
   b. Subtopic
9. Summarize by recalling and organizing information
10. Adjust reading rate according to purpose or difficulty of material.
    a. Skim the selection
    b. Scan the selection
    c. Read the selection for details
11. Instruction in the ten general classifications of the Dewey Decimal System of classification.
12. Use the card catalog independently with follow-up on cross references.
13. Develop skills in the utilization of appropriate equipment.
14. Use skills in test-taking.

STUDY SKILLS – Sixth Grade

The student will:

1. Select, locate and organize materials on specific topics.
2. Choose and limit a topic for reports.
3. Compile a simple bibliography.
4. Follow oral and written directions.
5. Use parts of a book to locate information.
   a. Title page
   b. Table of contents
   c. Glossary
   d. Index
   e. Bibliography
   f. Footnotes
6. Perfect the following dictionary skills:
   a. Alphabetize a list of words
   b. Use guide words to locate entry words
   c. Use pronunciation key
   d. Select definitions to fit context.
7. Locate information from varied sources such as:
   a. Dictionary
   b. Encyclopedia
   c. Newspapers
   d. Magazines
   e. Telephone directory
   f. Atlas
   g. Almanac
   h. Vertical file
   i. Microfilms

8. Interpret graphic materials using:
   a. Maps
   b. Charts and tables
   c. Diagrams
   d. Illustrations and cartoons
   e. Graphs
9. Extend ability to use notetaking and outlining as a study aid.
   a. Main topic
   b. Subtopic
   c. Details
10. Summarize by recalling, listing and organizing information.
11. Develop the ability to adjust reading rate to reading purpose or difficulty of material.
12. Demonstrate skill in utilization of ten broad categories of Dewey Decimal System.
13. Use card catalog to compile a bibliography.
14. Develop skills in the utilization of appropriate equipment.
15. Use acquired study skills in test-taking situations.

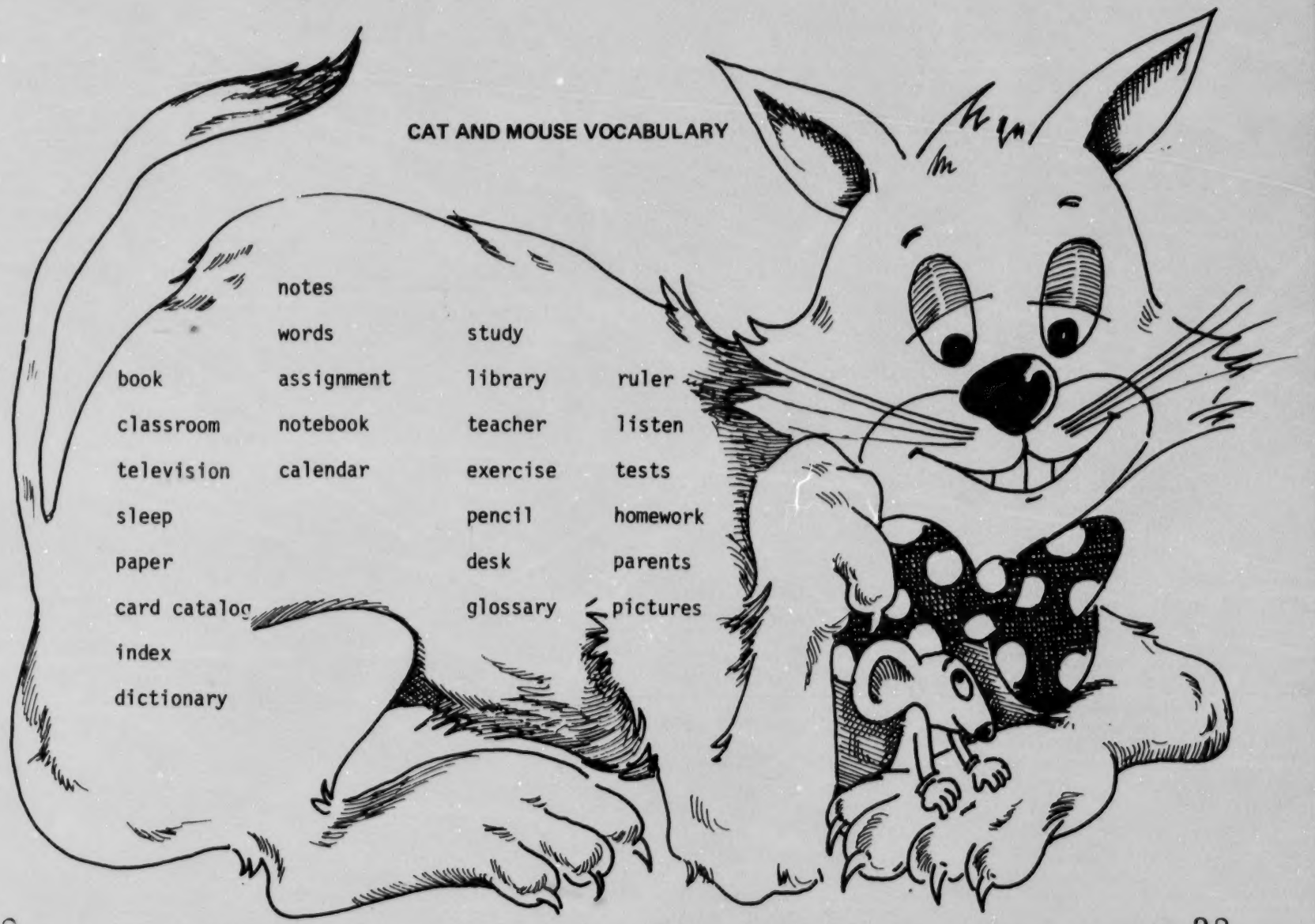


Study Habits

STUDY HABITS

Effective study habits are the routine use of listening, recording, reviewing, and memorizing skills. The students should be introduced to good study techniques in kindergarten. Each year those skills learned the previous year should be reviewed and new skills added to the student's inventory. Classroom activities and encouragement from parents aid in the development of good study habits.

Ideas and activities for introducing and expanding study habits are included in this section. Study Habits inventories for teacher and student are provided for either class or self assessment.



CAT AND MOUSE VOCABULARY

	notes		
	words	study	
book	assignment	library	ruler
classroom	notebook	teacher	listen
television	calendar	exercise	tests
sleep		pencil	homework
paper		desk	parents
card catalog		glossary	pictures
index			
dictionary			

Suggested Activities

1. Memory Game. Display any picture for one to three students or use a projected visual for the entire class. Have the students study the picture. Cover or turn the picture over and have the students list the things that they saw. This may be adapted for all grade levels. A suggested number of responses may be given.

2. Listening Activity. Give oral directions. Begin with one student and one idea and increase to three students with specific directions for them to follow. (Joe, take the red ball and place it on the teacher's desk. Jim, you take it and place it by the door. Mary, take it and walk around the room changing hands with the ball.)

3. Play Simon Says.

4. Make a bulletin board display for the classroom related to study skills. For example, do one on the parts of a book, how to use the library, or how to study for a test.

5. Make a mobile illustrating the study aids the student would need to have.

6. Have students develop a TV commercial trying to sell one of their textbooks. They must show all of the parts of the book (title page, table of contents, glossary, etc.) as well as tell some of the special features of the book. Video-tape the commercials.

7. Locate records or tapes of sounds. Have students listen and identify the sounds.

8. Have the students close their eyes and listen carefully to the sounds around them. After a minute have the students tell what they heard. What sounds were expected? What were unexpected sounds?

9. Have the students gather sounds on tape to share. Perhaps transportation, animal noises, birdcalls, etc., would provide a beginning.

10. Collect and share thinking games. These may be used during those "5 minutes before the bell". Easy games include sequence.

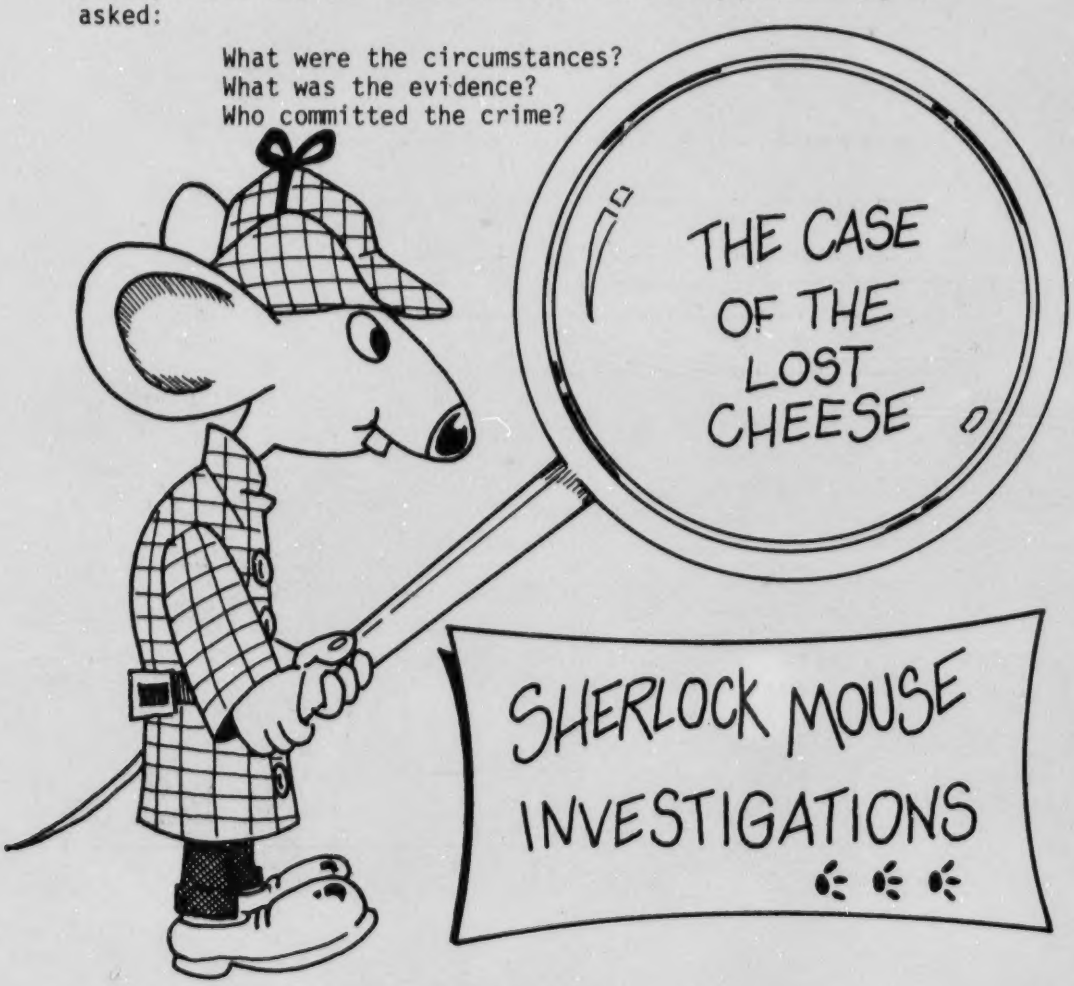
    2, 4, 6, 8, ___, ___, ___;
    3, 6, 9, 12, ___, ___, ___;
    4, 2, 6, 4, 8, ___, ___, ___;
    1, 2, 4, 7, 11, ___, ___, ___;
    4, 5, 7, 11, 19, ___, ___, ___.

    Also simple arithmetic problems may be included.

    If it takes one hour to saw a log through, how long will it take you to saw an 8-foot log into one-foot pieces?

11. Collect short mysteries from fiction and real-life. Read them to your students. (There are several paperback mystery collections. Children's magazines often contain mystery stories also.) Most use the same format so similar questions may be asked:

    What were the circumstances?
    What was the evidence?
    Who committed the crime?

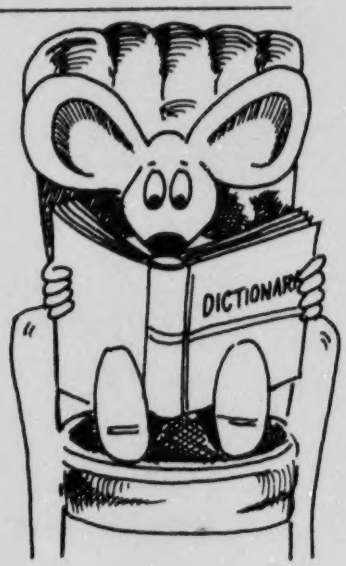


Name_____

NEW WORDS

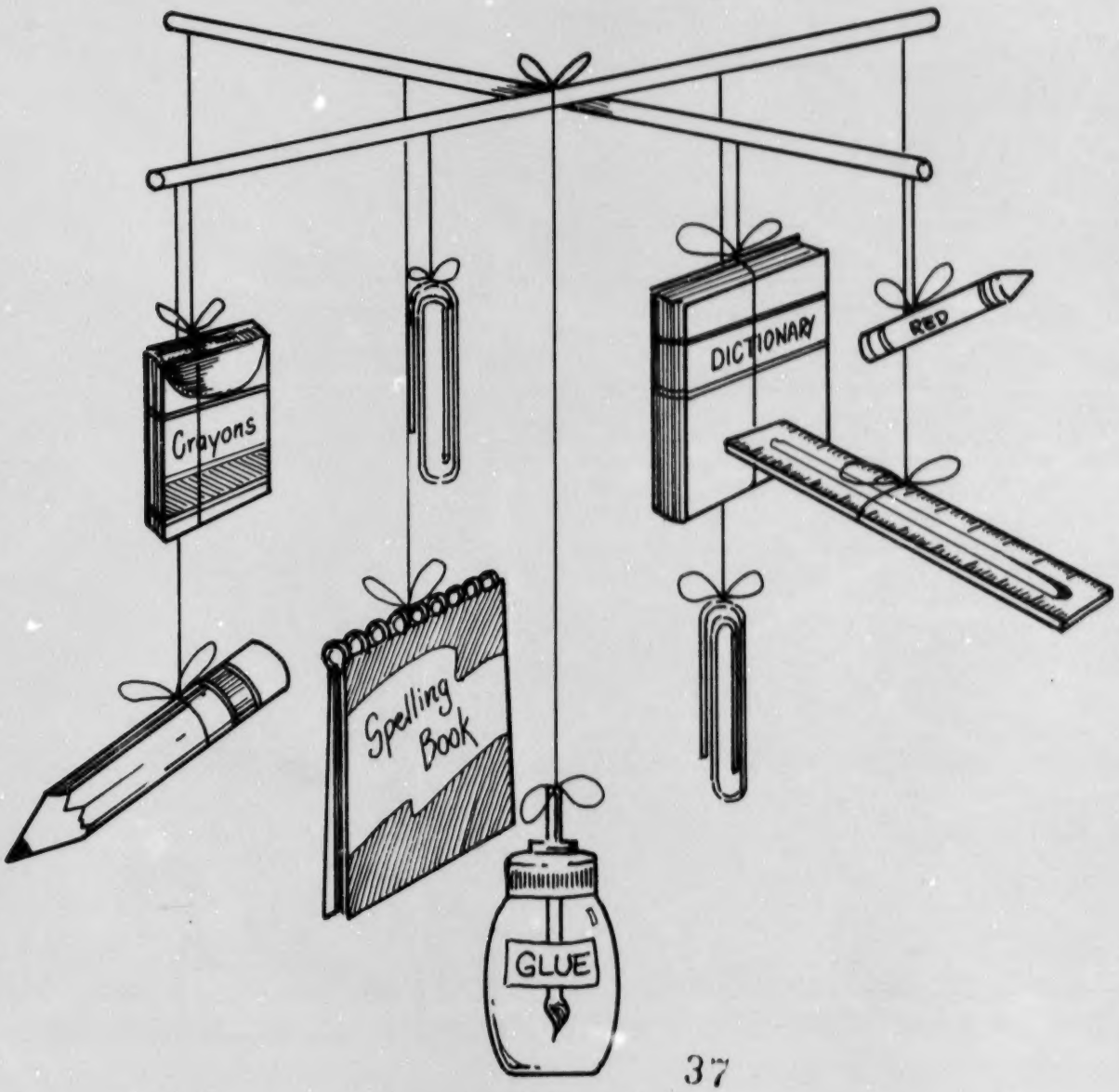
List the new words you find this week. Use the dictionary to find out the meaning of each. Write the meaning and dictionary page number for each word.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____



STUDY AIDS MOBILE

Combine study skills and art by having the students construct a mobile. Study aids may be made from construction paper and attached to doweling or hangers with fishing line. Also one could be constructed from actual items for a classroom decoration.



MARCIE MOUSE'S ROOM

Marci enjoys being in her room because she has many things to do there. Study Marci's room and then cover the picture. Now test your memory. Using the lines below, list the things that you saw in Marci Mouse's room.

1. _____ 8. _____

2. _____ 9. _____

3. _____ 10. _____

4. _____ 11. _____

5. _____ 12. _____

6. _____ 13. _____

7. _____ 14. _____

MOUSE
HAVEN

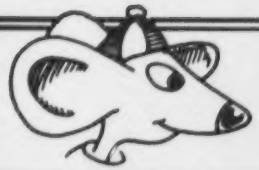
SKIMMING QUICKLY

Finding facts quickly is important. Reading quickly for fact-finding is called skimming.

Look at the questions below. Then quickly skim across the paragraph below and answer the questions.

1. The _____ mouse does some good.
   a) house b) field c) barn
2. The _____ mouse makes a good pet.
   a) grey b) white c) black and white
3. The mouse has traveled to all _____.
   a) countries b) continents c) cities
4. The mouse has learned to live in _____ camps and deserts.
   a) Artic b) Antarctic c) Australian.
5. The body and head of the mouse is _____ inches long.
   a) three and one half b) five c) four

The house mouse does some good. It cleans up table crumbs and eats cockroaches. The white strains make delightful pets for children and use in science experiments. On the other hand, the mouse does a great deal of damage. They cause food spoilage and carry several diseases. The house mouse has traveled to every continent by ship. It is able to live in Antarctic camps and desert tents. The mouse's body and head are about 4 inches long. Mice generally weigh about one ounce.



SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY

42

NAME _____

ROOM _____

43

MATH

SCIENCE

ENGLISH

SPELLING

SOCIAL STUDIES

READING

MATH

SCIENCE

ENGLISH

SPELLING

SOCIAL STUDIES

READING

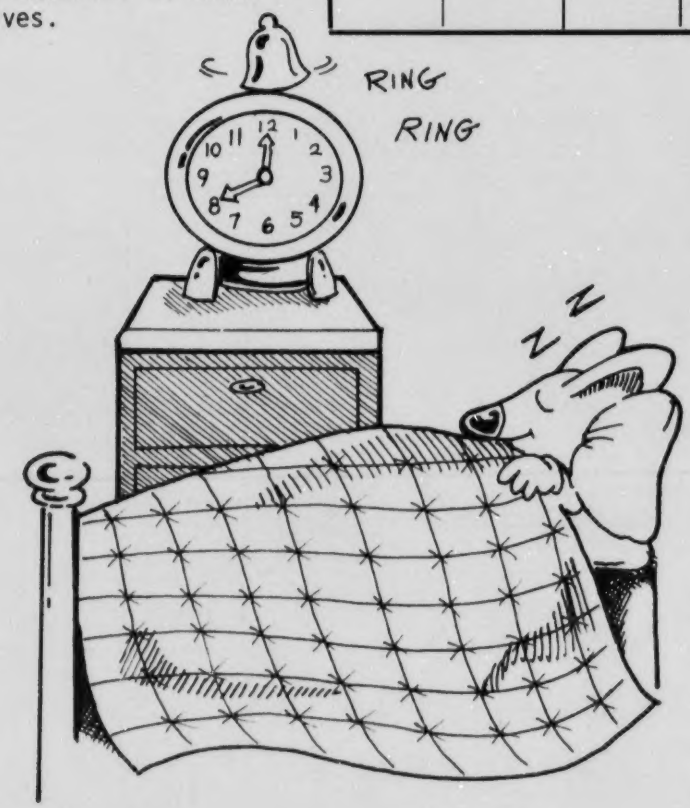
50

STUDY HABITS TEACHER CHECKLIST

I teach my students to:

	Hardly Ever	Some-Times	Often	Usually
1. Follow directions				
2. Differentiate between fact and fiction				
3. Outline				
4. Note main points				
5. Note supporting details				
6. Follow sequence				
7. Summarize				
8. Make inferences				
9. Predict outcomes				
10. Take tests				
11. Use card catalog				

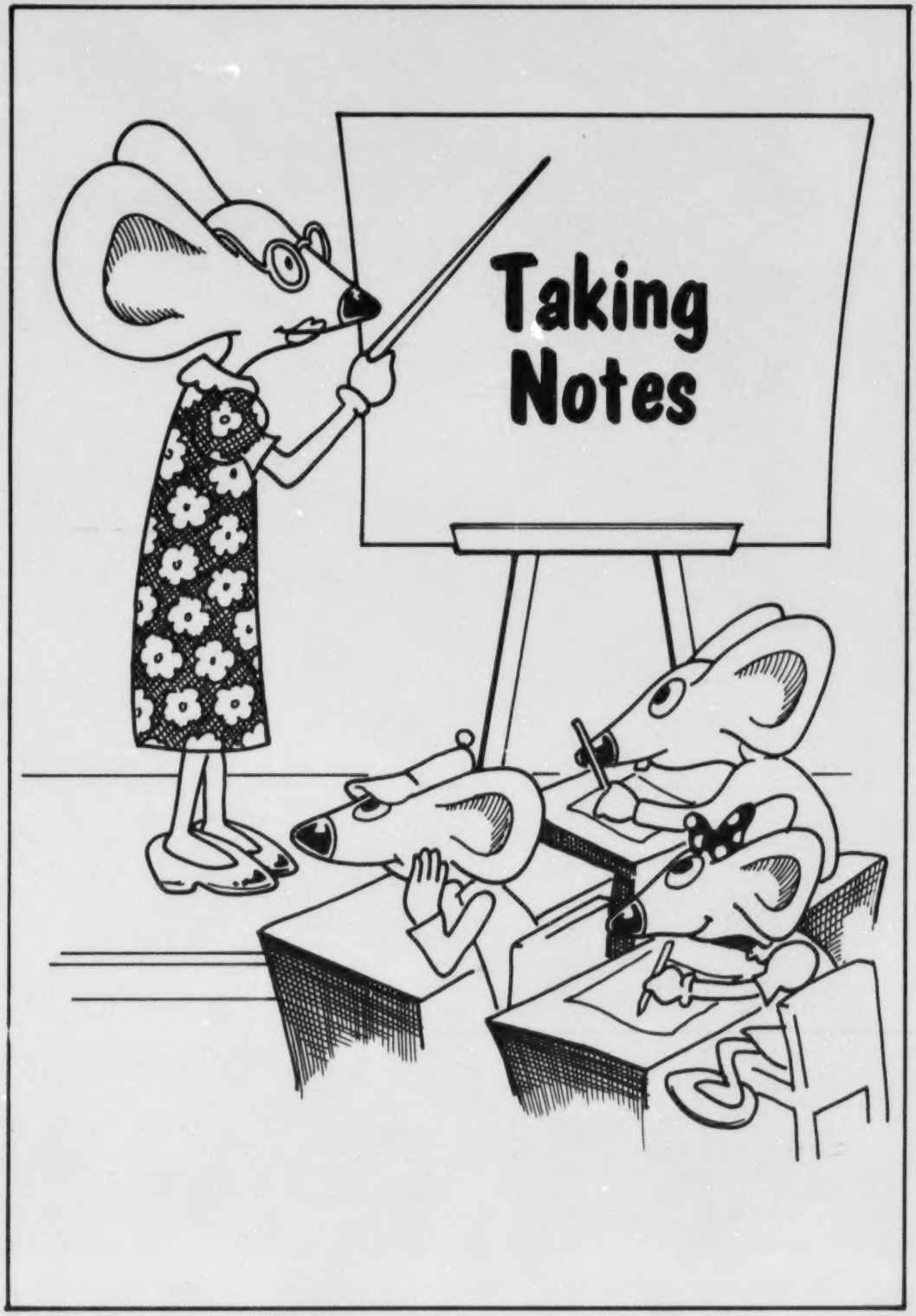
	Hardly Ever	Some-Times	Often	Usually
12. Use maps, graphs, and charts				
13. Use index and table of contents				
14. Note new words				
15. Use sound, structure or context clues to learn meaning of new words				
16. Use dictionary				
17. Organize information				
18. To make copy and proofread				
19. Keep notebook of all papers and tests				
20. Relate material to their own lives.				



47

STUDY HABITS STUDENT CHECKLIST

	Hardly Ever	Some-Times	Often	Usually
1. Do you have a regular place to study?				
2. Do you have a homework assignment book?				
3. Do you keep a school calendar of tests, reports, and projects?				
4. Do you review weekly?				
5. Do you take classnotes?				
6. Do you keep a notebook or folder for each subject?				
7. Do you keep all returned papers and tests?				
8. Do you listen well in class?				
9. Do you look up new words?				
10. Do you use the glossary?				
11. Do you read tables, charts, and graphs?				
12. Do you read picture captions?				
13. Do you use the index of a book?				
14. Do you use the card catalog in the library?				
15. Do you organize information before you write?				


Taking
Notes

TAKING NOTES

Note-taking is the skill of recording information for future study or reference. It is a valuable study skill that can be taught with any subject area. To take good notes the student must learn to listen, and listening skills can be improved by practice and training. The secret of successful listening is to get involved and to think while listening. Note-taking allows the student to be involved by writing down information, and it encourages the student to think about what is important enough to be included in the notes.

Students also need to learn to take notes from written material. Taking notes from material the student has read is often required when writing reports or when studying for a test. Outlining the material is an effective way of taking notes since it allows the student the opportunity to arrange ideas in a brief form, according to their importance and their relationship to each others.

This section will contain suggestions to improve the students' ability to listen, concentrate, think, outline, and take notes. These skills are interrelated and are all necessary for effective study.

Suggested Activities

1. Divide the class into two groups. As they listen for information, one group takes notes and the other does not. Then have students recall information and discuss which group remembers more.

2. Show the filmstrip, "Huey Lends An Ear", Walt Disney Educational Media Company. Talk with the students about learning to listen and how we can improve listening skills through practice and training.

3. To encourage students to listen to directions, give directions only once. When a student does not listen to directions, ask another student to restate the directions.

4. Have a student read an assignment into a tape recorder emphasizing terms and facts he/she feels are important. When the student has finished, have him/her play back the tape and take notes.

5. After a short lesson in which the students take notes, have them compare their notes. Help students determine what needs to be included in good note-taking.

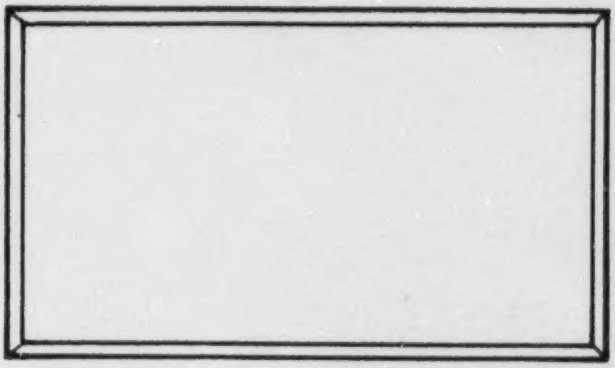
6. To encourage students to take good notes, allow them to use only their notes when taking a test. Begin this by limiting the information covered (possibly only one class period) and by asking only key questions that would be included in the beginning note-taking process.

7. Have individual students give "how to" presentations, such as how to make cookies, how to fix a flat tire, or how to take notes. For their presentation, have students speak from an outline they have prepared. Have the other students take notes, and then compare the outline of the speaker with the notes taken by the class.

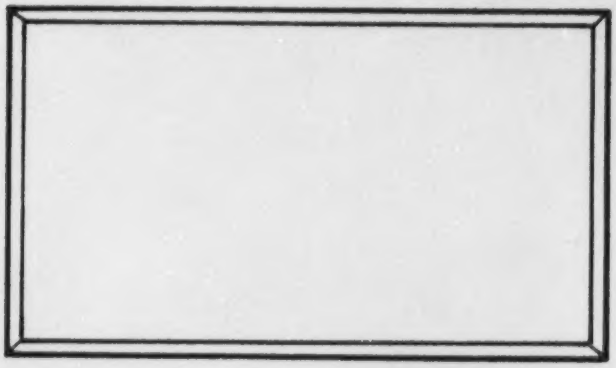
MIND PICTURES

One effective listening tool is to picture in your mind what is being said. Read these sentences and draw a picture of what you might see in your mind if you heard them read.

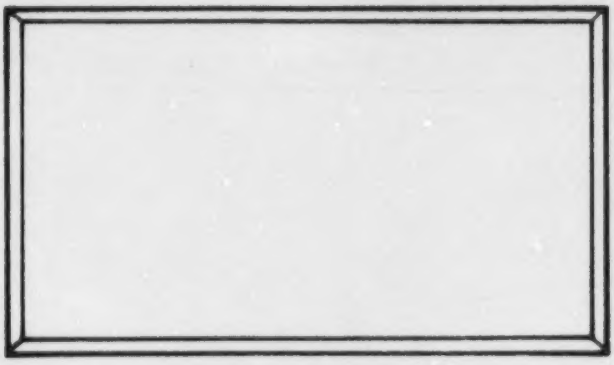
Our cat likes to sharpen his paws. His favorite place to sharpen them is on our new couch.



Cats are divided into two main groups of breeds: short-haired and long-haired. Shorthair cats are the best known and the most popular.



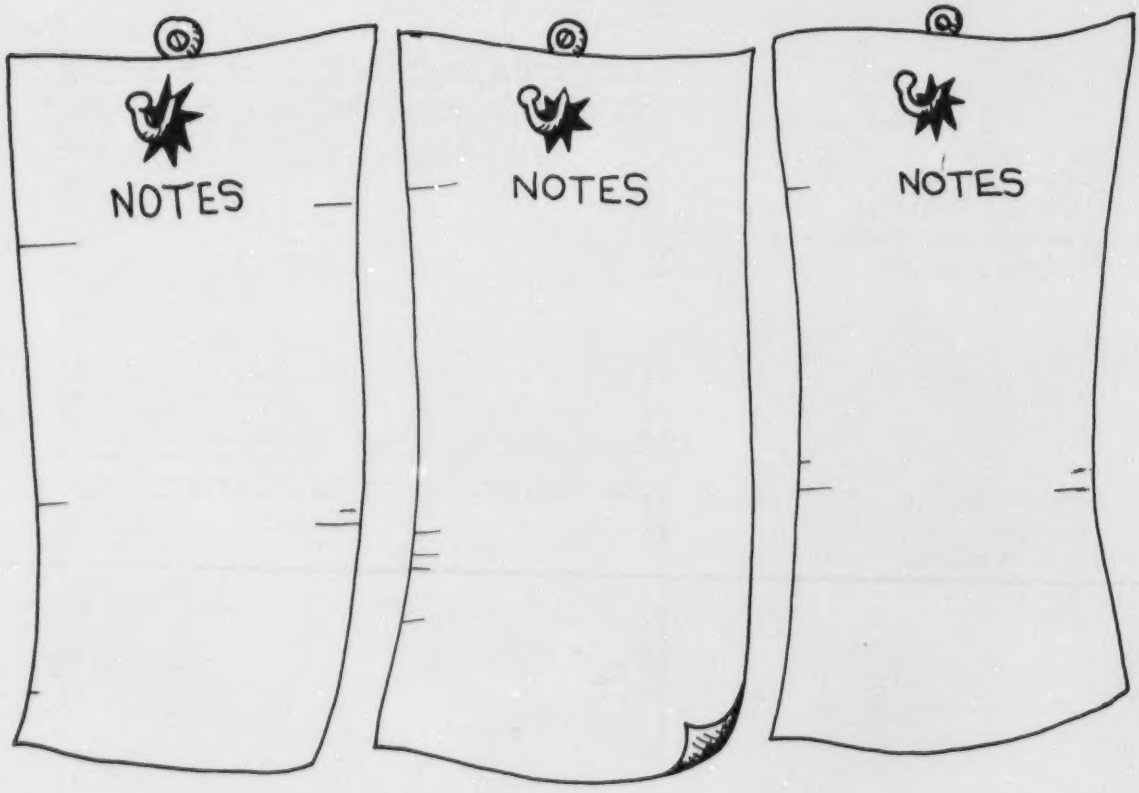
Common sayings about cats include: "Curiosity killed a cat." and "Don't let the cat out of the bag."



NOTE HOOKS

Some people think of notes as a few well-chosen words which serve as hooks on which to hang ideas. Listen to your teacher read this paragraph and under each hook, write words that will help you remember the important ideas.

> "Notes taken in class help in several ways. They help you concentrate on what the speaker is saying. They help you keep track of important facts, and they are valuable tools to use when studying for a test."



SCRAMBLED SENTENCES

Unscramble these rules for effective listening.

1. up Sit straight.
2. teacher the Face.
3. eye in the Look straight the teacher.
4. Clear mind your.

1. _____
2. _____
3. _____
4. _____

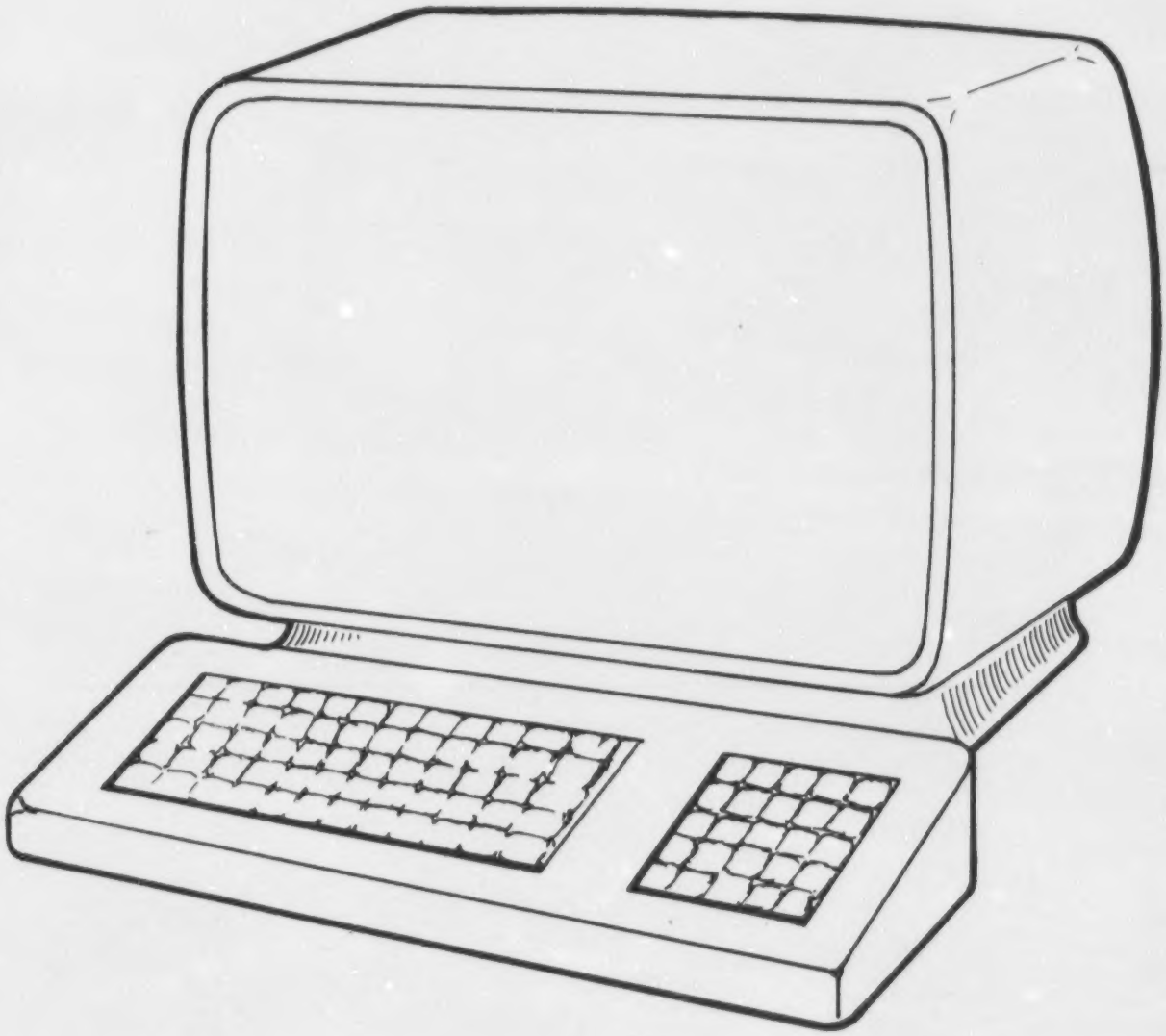
Unscramble these rules for good note-taking.

1. each Keep notes subject's together.
2. a full-size Use of sheet paper.
3. main Write idea the your on paper.
4. Think hearing about what are you.

1. _____
2. _____
3. _____
4. _____

COMPUTER PRINTOUT

Your teacher will read some information to you. Pretend you are a very sophisticated computer. While he/she is reading, you may take notes on another piece of paper. When the teacher has finished reading, put your notes away and see how many facts you can remember. Write the facts on the computer screen.



ACTIVITY FOR LISTENING CENTER

For practice in listening and discrimination of sounds, have a tape prepared using this script.

DALLAS II SPACE MISSION

"Hello there boys and girls! Today we are going to pretend to help the crew of the Dallas II identify earth sounds. You will need a pencil and a piece of paper to help with this important project. Number your paper down the side from one to ten. Do that now. (pause)

You will be asked to listen to a sound and then to write a sentence about what you heard. Push the stop button on the tape recorder if you need more time to write. Listen now for sound number one, and write a sentence about what you heard. (sound of water running)

Now listen to sound number two (baby crying). Write a sentence about what you heard.

(Continue with the instructions using the following sounds or others that could be identified by the students.

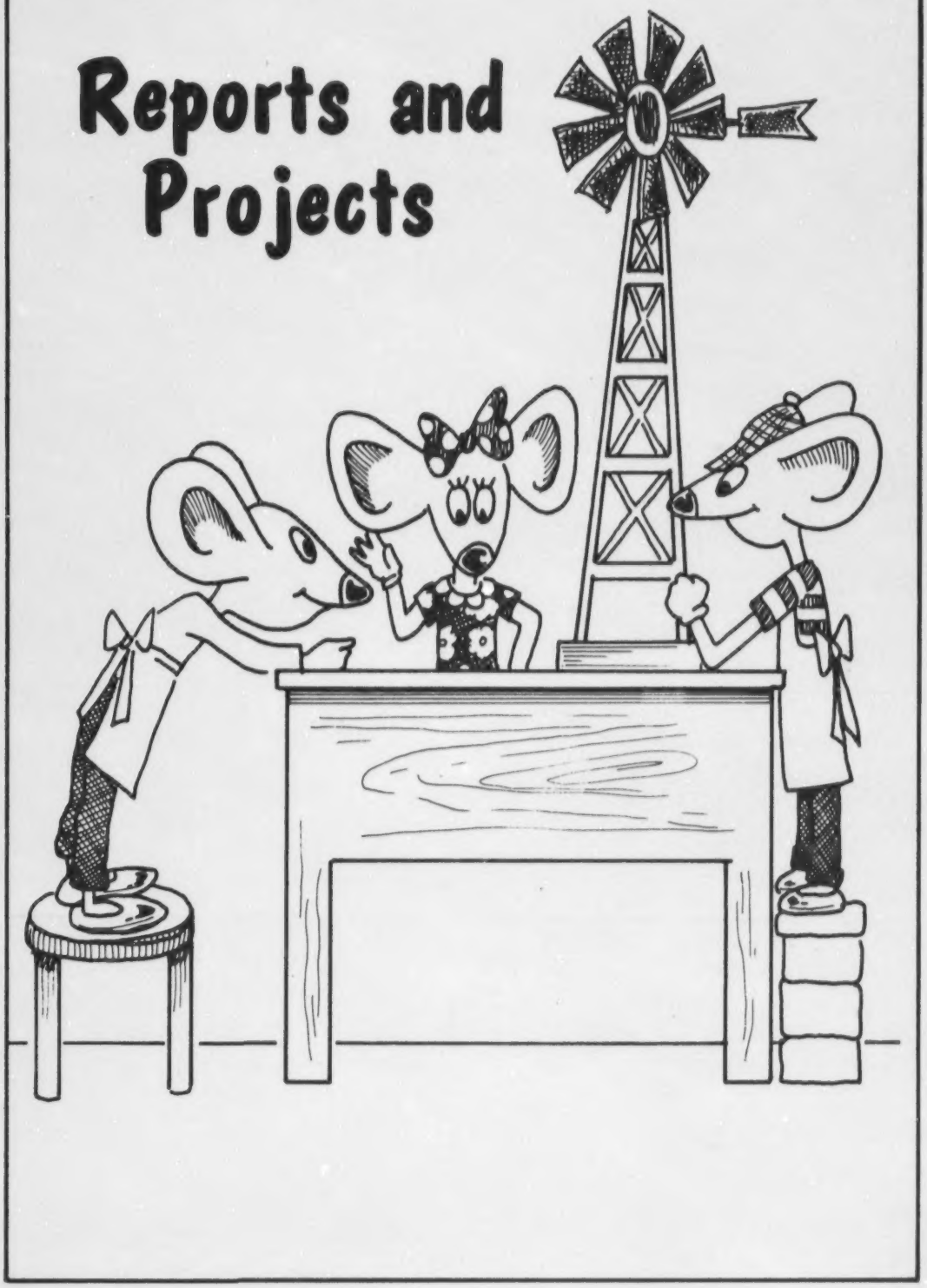
3. car horn
4. piano
5. car engine starting
6. dog barking
7. hands clapping
8. whistling
9. TV news
10. singing)

"When you have completed this mission for Dallas II, give your paper to your teacher. Thanks for your help."

GOOD LISTENER CERFITICATES

Praise the students for good listening. Motivation for listening is enhanced when students feel they have been successful listeners. These certificates may be duplicated and given to the students.

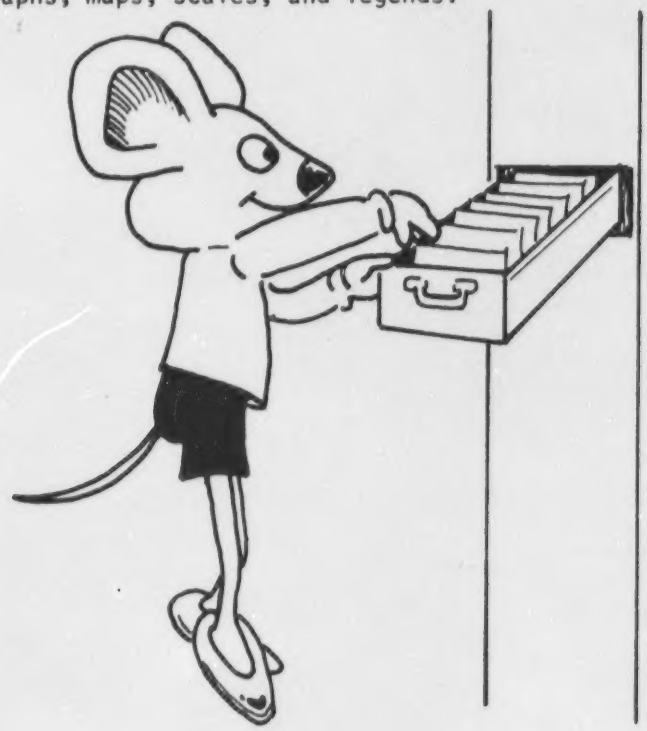
Reports and Projects



REPORTS AND PROJECTS

In order to write reports and make projects, the student needs the skills of locating and interpreting information. The classroom and the library-media center are places for these skills to be learned. The student's understanding of alphabetizing and numerical order allows him/her to use the reference materials in both the classroom and the library-media center more easily. The greater the variety of sources the student can find and use, the greater the student's scope, comprehension and learning can be.

Activities in this section involve the use of skills in the following activities: alphabetizing; numerical order; dictionary and encyclopedia use; card catalog rules; how to use a table of contents and index; and graphs, maps, scales, and legends.



Suggested Activities:

1. Make 26 cards with one letter of the alphabet on each card. Pass out the cards, one to each student. As the teacher says the letter of the alphabet, the students line up in sequential order holding their cards. Depending on the size of the class the teacher may wish to divide the alphabet in two parts.

   Variation: The teacher calls out one letter and the students hold up the cards on either side.

2. Present the sentence "I went to the store to buy an apple." Have the students add a word that begins with the next alphabet letter. This activity continues until the sequence is completed through z or until the students are unable to remember and continue the sequence.

3. Ask the students to choose the name of a famous person. Have the students write a list of names that begin with the same first letter and put them in alphabetical order.

4. Have the students arrange the books from the "free reading" area in alphabetical order. The students may wish to label the shelves A-C, D-G, H-K, L-N, O-R, S-Z. Depending on the skill proficiency of the students, the books may be alphabetized by the first letter, first and second letters, or all letters.

5. Have the student roll two cubes that have numbers 1-6 on them. Ask the student to first write the smaller number and then the larger number on the chalkboard.

6. Make a gameboard on a filefolder that has the Dewey Decimal System categories and numbers in order. Make card catalog cards or use discarded card catalogue cards from the library. Have the students choose a card, find the category where the books would be located, and move the marker to that space. The first person to get 15 points wins. Put this game in an activity center.

7. Divide the class into four or five teams. Provide a list of dictionary page numbers for each group. Have each student find the page number and write the guide words that are found on the page. The first team to provide the correct information and complete the list wins.

8. On a file folder make sixteen squares. In each square, write a vocabulary word and a sentence containing the vocabulary word. Ask the student to locate the word in the dictionary. Have the student write the pronunciation, part of speech, and correct meaning of the word on a card which is the same size as the squares. When all sixteen squares are covered with cards, one game for a center is completed.

9. Give the students a list of dictionary pronunciations for "mystery words". Have the students write the "mystery words".

10. When a student comes to a word he/she can't pronounce or define, have the student write the word on an index card. Ask the student to locate the word in a dictionary, write the pronunciation and meaning on the index card. Have each student use a recipe box for storing these cards. As the words are learned, put them in the box in alphabetical order.

11. Use tagboard to hold card pockets which represent each volume of the encyclopedia. Label each card pocket. Write social studies, science and math questions on index cards. Have the students place the question cards in the card pockets of the volumes where the information could be found.

12. Present a list of subjects to the students. Have the students research one of the subjects in the encyclopedia and take notes.

13. At a learning center have a bulletin board labeled with the heading author cards, title cards, and subject cards. Provide the student with ten samples of author, title, and subject cards. Put these cards in random order and ask the students to sort and tack these cards under the correct headings.

14. Have each student locate information in the card catalog about a particular subject. Have the students list resources available on his/her topic.

15. Have the students make a mini-card catalog for the books in the "free reading" area. Have each student make an author, title, and subject card for each book.

16. Read the table of contents to the students. Write the story titles on the board. Ask each student to vote for the story he/she wants to have read.

17. Tell the students, "I will read you a story that is _____pages in length". Ask the students to locate the table of contents in their favorite reading book. Have the students calculate the lengths of their favorite stories through the use of subtraction. The first student to find a story the number of pages specified by the teacher has his/her story read.

18. Gather the stories the students have written. Have the students assemble the stories in a book and number the pages. Have the students make a table of contents using the story titles and page numbers.

19. Make a copy of a table of contents from any of the students text-books. Laminate it. Cut it into chapter headings and subtitles while keeping the page numbers intact. Have the students arrange these pieces in proper sequence. Store the pieces in an envelope and put "Contents Scramble" at an activity center.

20. List science terms the student is learning. Have the student arrange the terms as they would appear in an index.

21. Have the students look at an index. Have them answer the following questions:

    a. Do all books have an index?
    b. Is the index arranged by page number?
    c. Is the index arranged in alphabetical order?
    d. Are the topics indented?
    e. Are the subtopics indented?
    f. Do the topics begin with a capital letter?
    g. Do the subtopics begin with a capital letter?
    h. Why do we have an index?

22. Have the students make a circle graph showing the approximate period of time they spend asleep, at meals, at school, at play, doing chores, homework, and studying.

23. Familiarize the students with different kinds of graphs. Collect and laminate examples on a learning center folder. Place blank graphs in the folder. Have the students divide into committees and complete the graphs according to information provided on cards at the center.

24. Have the students keep a record of how much time they study in a week. Ask them to plot the information on a line graph.

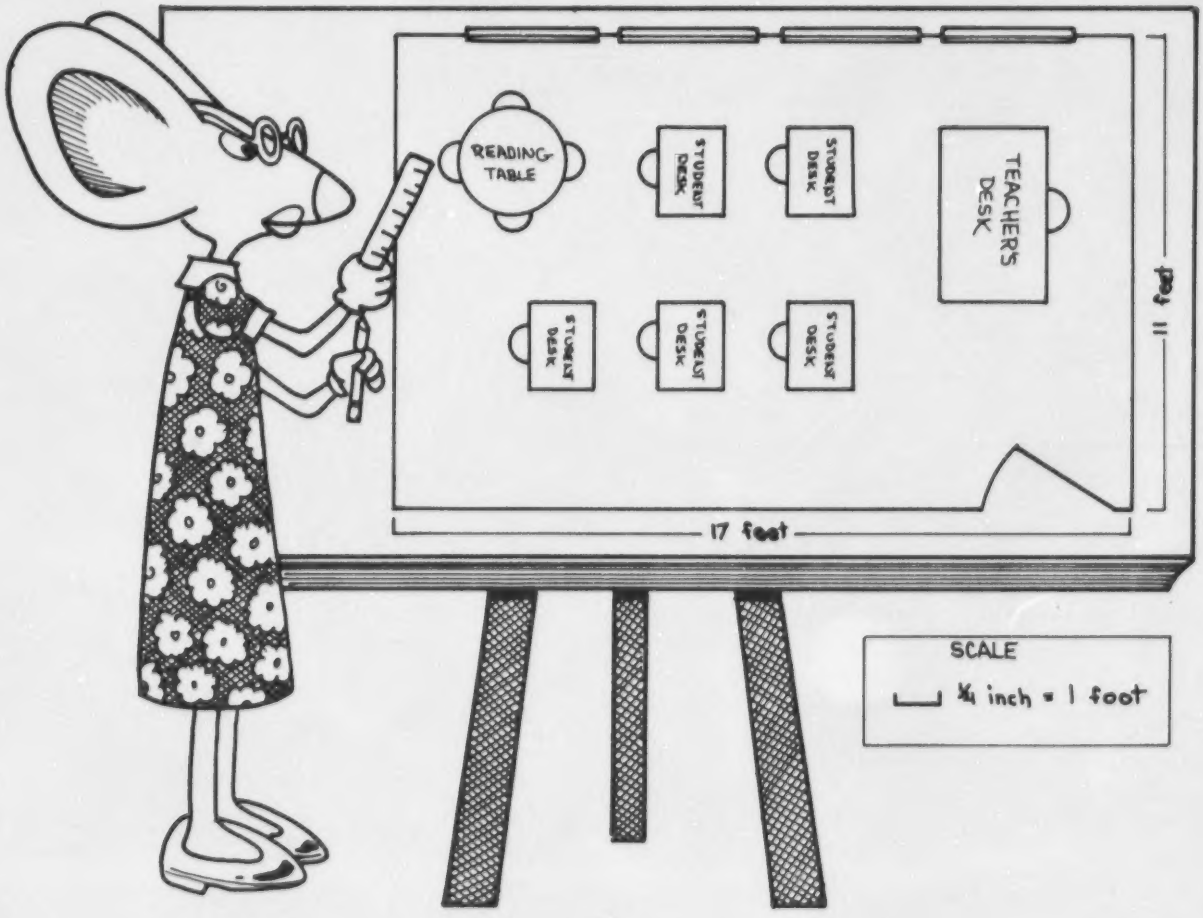
25. Have the students write a list and discuss all the ways graphs can be used. Some examples of how graphs can be used are:

    a. The student's height and weight
    b. The temperature for a period of time
    c. Grades received in different subject areas
    d. The number of students in the class and their different ages
    e. The changes in prices of food
    f. The number of students and the number of books they have read
    g. Science experiments
    h. Historical changes.

26. Have the students draw a symbol to represent themselves. Make a scaled version of the classroom. Place each child's symbol on the map according to where they sit in the room.

27. Ask the students to measure the classroom. Help them devise a scale. Have them draw a map according to the scale on their paper.

    Variation: Have them make a legend and include the furnishings in the room.



28. Give each student a labeled map of the school. Take the students on a tour of the school by following the map. When back in the classroom, have each student color the labeled areas with specified colors and make a legend. Give each student an unlabeled map. Have the students duplicate the coloring format and make a legend.

29. At a center have a travel map of Oklahoma. Provide activity cards with questions that correspond to the map. Examples:

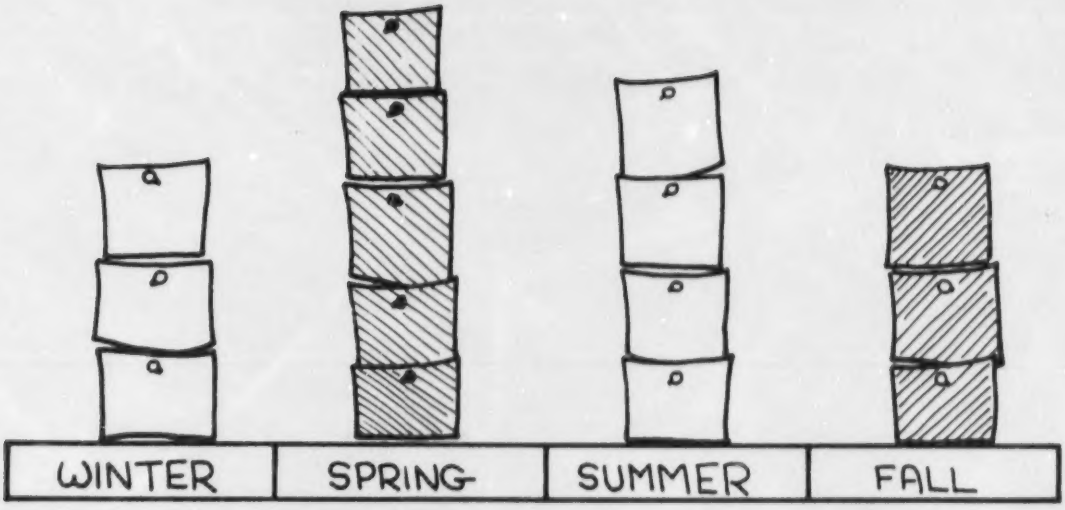
    a. What is the scale?
    b. What is the distance between X and Y?
    c. What city is the furthest west?

30. Label the four walls of the classroom with the correct direction North, South, East and West. Make cards with directions to specific areas of the room. Call the cards "clue cards". Divide the students up in teams. The team that follows all the clue cards and identifies the area, wins.

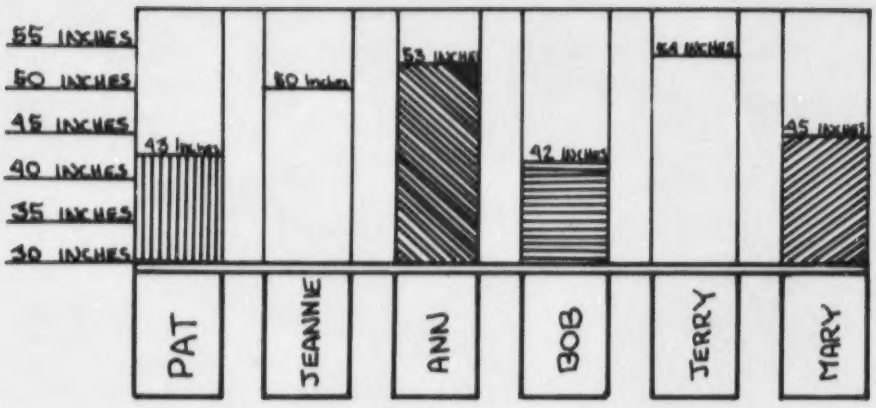
31. Ask the students to use a map from their social studies textbook. Show the students how to make a "scale ruler". Have them place the edge of a paper directly below the scale on the map and mark off the scale. Have the students use the "scale ruler" to measure the distance between two points on the map.

GRAPHS

Introduce graphs by providing a different color square for each season. Hand out the squares according to when a student's birthday occurs. Have the students place the squares above the season matching his/her birthday.



GRAPHING GROWTH

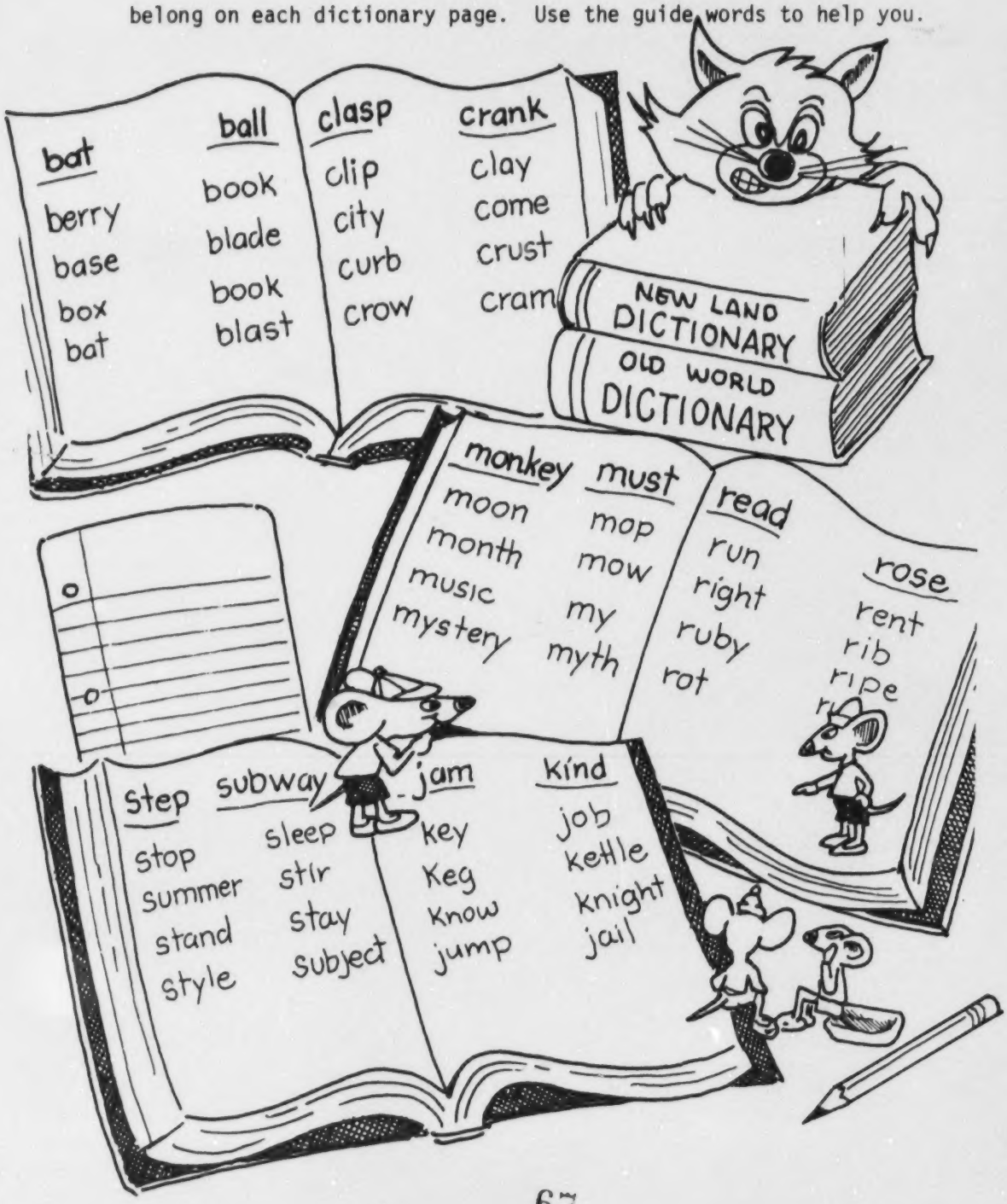


Use this graph to answer these questions.

1. Which student is the tallest? _____
2. Which student is the shortest? _____
3. How much taller than Bob is Jerry? _____
4. How much shorter than Sam is Pat? _____
5. Mary is 45" tall. How many feet tall is she? _____
6. Bob wants to be as tall as Jeanie. How many more inches could Bob grow to be as tall as Jeanie? _____

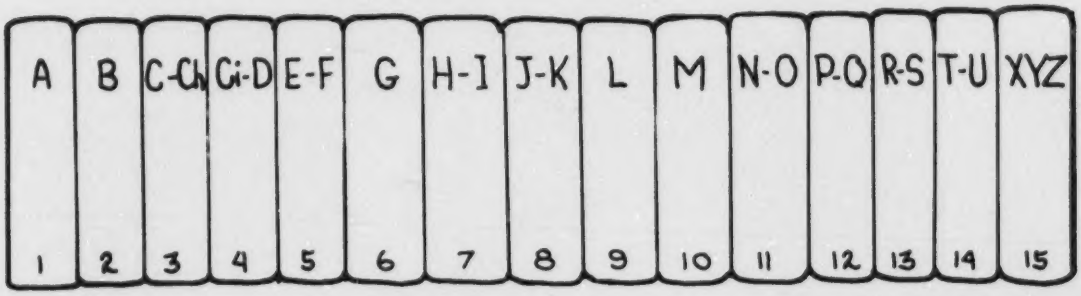
OOPS!

Guide words are found at the top of pages and help you find the page on which the word is located. Cross out the words that do not belong on each dictionary page. Use the guide words to help you.



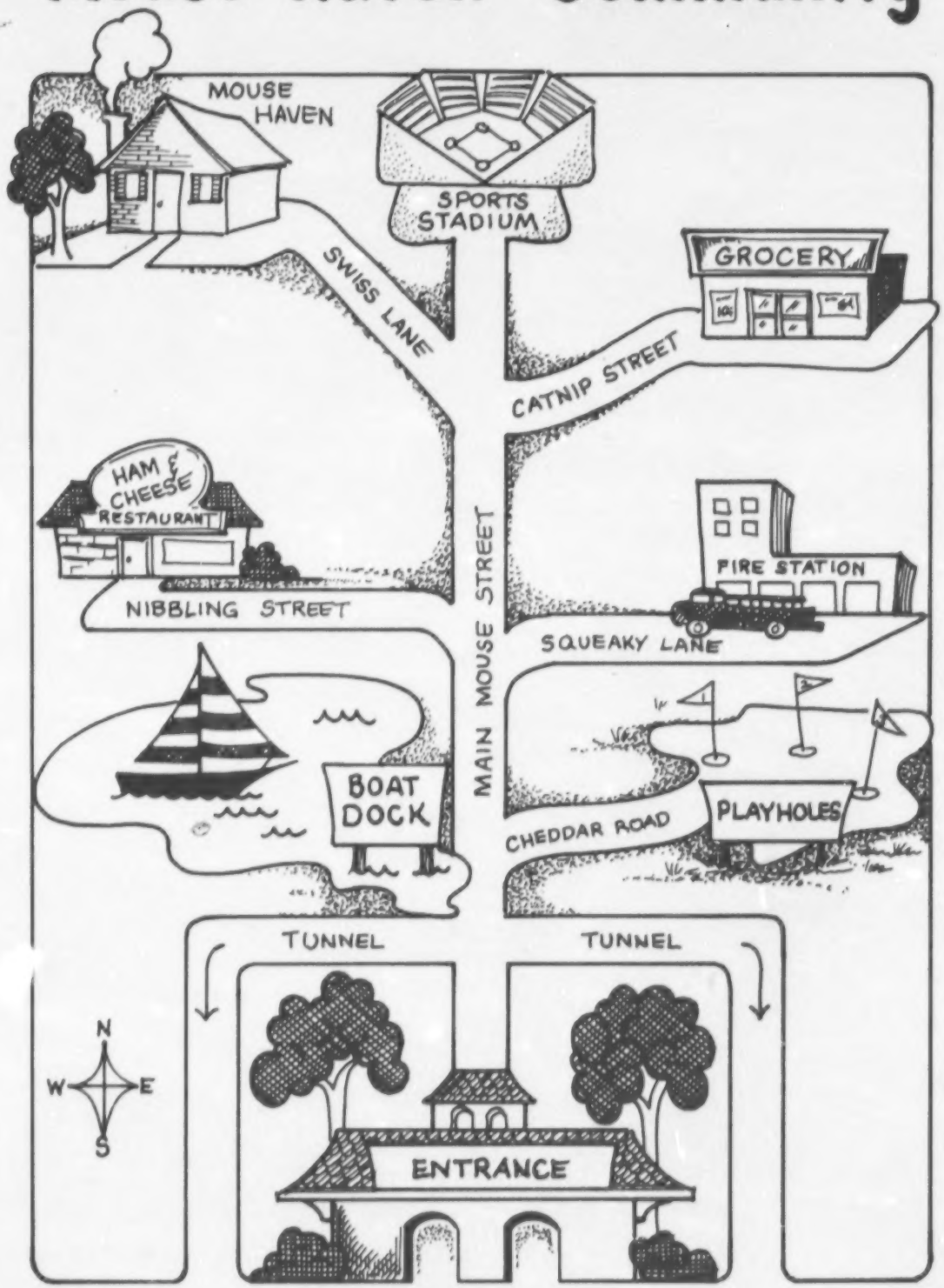
WHICH ONE?

An encyclopedia has subjects placed in alphabetical order. You locate the subjects by finding the correct volume and use the guide words at the top of the pages. Read each word below and write the number of the volume you would use to find these subjects.



	Subjects	Volume Number
1.	World War I	_____
2.	Metrics	_____
3.	Babe Ruth	_____
4.	Tree	_____
5.	Uranium	_____
6.	Martin Luther King	_____
7.	Energy	_____
8.	Emily Dickson	_____
9.	Crater	_____
10.	Easter	_____
11.	Grand Canyon	_____
12.	Kenya	_____
13.	Squanto	_____
14.	Snake	_____
15.	Venus	_____
16.	Astronaut	_____
17.	Hong Kong	_____
18.	Confucious	_____
19.	Farming	_____
20.	Thomas Jefferson	_____

Mouse Haven Community



MOUSE HAVEN COMMUNITY

Using the picture of the Mouse Haven Community, answer these questions.

1. The train station is in the _____.

   a. south b. northwest c. northeast

2. Main Mouse Street leads _____.

   a. south b. west c. north

3. The entrance to Mouse Haven is in the _____.

   a. south b. east c. north

4. Boat rides are on the _____.

   a. southwest b. east c. west

5. The Tunnel Out can be found in the _____and _____.

   a. southeast b. north c. southwest

6. Catnip Street leads _____.

   a. west b. northeast c. south

7. The Sports Stadium is in the _____.

   a. south b. northwest c. north

8. The Playholes are on the _____ side.

   a. east b. west c. northeast

70

Taking Tests

TAKING TEST

Tests are used to determine the progress a student is making in a particular subject. Students often need guidelines in preparing for and taking tests. Students may approach tests with confidence and readiness if they have been taught specific skills that help them demonstrate their knowledge of a subject.

This section will contain suggestions that will help students studying for and taking tests as well as ideas that may help students develop positive attitudes about tests and quizzes.

Suggested Activities

1. Have students list tests they may face as adults. Discuss each in terms of who will take it and preparation required. For example, driver's test, bar examination, CPA examination, or college exams. If possible, have available books persons use when preparing for these exams, such as an Oklahoma Driver's Manual or How to Prepare for a Real Estate Examination.

2. Have students make their own test on a particular unit. Have each student write one question on a piece of paper and drop it into a hat. Choose from questions submitted for the class test.

3. Show the filmstrip, "Louie Meets the Test", Walt Disney Educational Media. Talk about test readiness.

4. Have a class discussion on feelings about tests. Discuss fear of testing and its consequences. Talk about questions such as "Why do people fear tests?" "How can such fears be overcome?" "When do students begin to fear tests?"

5. Have students do research on the importance of being in good physical condition when taking a test.

6. Discuss with the students different types of questions on tests, such as multiple choice, true-false, completion, or essay. Have students prepare possible test items involving several questions of each type. Students may exchange tests and see how well they can do on another student's test.

SCRAMBLED STEPS

Unscramble these steps for taking a test.

1. prepared Be positively and think.
2. test the over Look.
3. the carefully directions Read.
4. first all Answer the easy questions.
   do others then the.
5. your Check work.

1. _____

_____

2. _____

_____

3. _____

_____

4. _____

_____

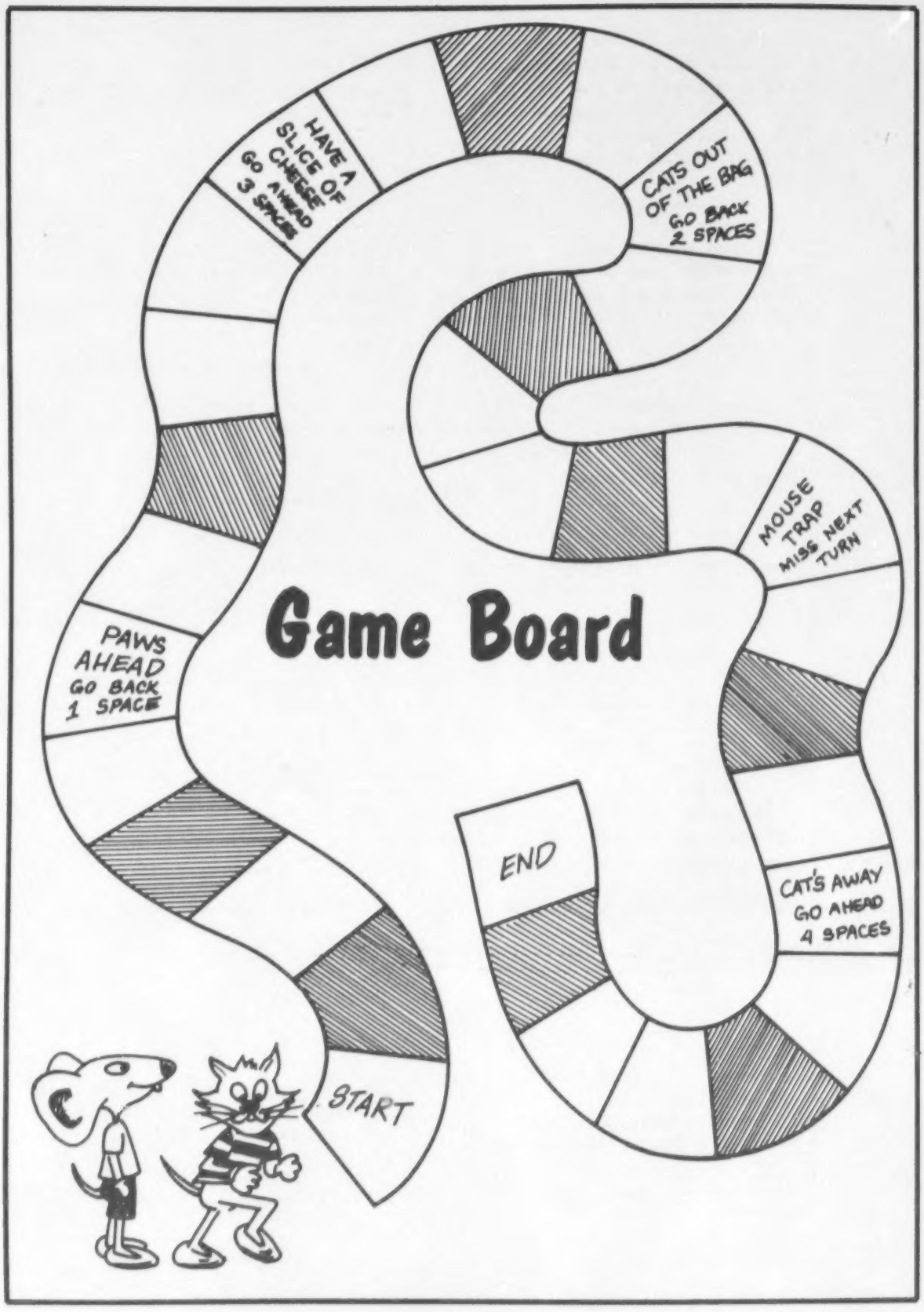
5. _____

_____

Make a game using the game board and the cards on this page and the next. Have the students draw cards and move markers on the game board according to the directions on the cards.

You listened well in class and took good notes. Move ahead six.	You read the directions on your test before you began. Move ahead three.
You looked the test over to see the types of questions before you began. You decided about how much time to spend on each part. Move ahead three spaces.	You stayed up all night to study for your social studies test. Move ahead one for the studying you did, but move back two because you're too tired to do your best on the test.
You didn't do well on your math test, but you learn from failures as well as from success. Go back one space, then forward two.	You spent too much time on the first questions. Now you don't have time to answer some of the easy questions you know. Move back two.
You didn't take good notes in math class. Go back three spaces.	You answered the easy questions first on your Grammar test and then did the others. Move ahead five.
You are confident about doing well on your science test. Move ahead one.	You checked your work when you finished your math quiz. Move ahead three.

You were in a hurry and didn't eat breakfast on the day of the BIG TEST. Your stomach growled throughout the test and you couldn't concentrate. Move back two.	You got a good night's sleep before your science test. Move ahead three.
A friend wanted you to go eat pizza with some of the kids last night, but you didn't go because you needed to study. Move ahead three.	On your essay test, you spelled the words correctly and wrote in your best handwriting. Your teacher was pleased. Move ahead four.
When you looked at your science test, you thought, "I'm going to fail this test - it's too hard." Move back one space.	You read a book from the library about study skills this year. You did what was suggested in preparing for your social studies test. Move ahead five.
You forgot to put your name on your test. Move back one.	You read each chapter as it was assigned. Studying for tests has been a lot easier since you started doing that. Move ahead four.
You didn't understand some of your math problems, so instead of asking the teacher or a friend, you just hoped that kind of problem wouldn't be on the test. Go back two spaces.	You tried to study with a friend last night, but you talked about football instead of studying. Move back two.
You fell asleep during the spelling test. Go back six spaces.	You studied for a science test with a friend. He asked questions and you answered. Then you asked questions and he answered. Move ahead seven.
When you were studying for your social studies test, you tried to predict what questions would be on the test. Move ahead two.	You studied your class notes and reviewed the material in the book. Move ahead four.


Game Board
HAVE A SLICE OF CHEESE GO AHEAD 3 SPACES
CATS OUT OF THE BAG GO BACK 2 SPACES
MOUSE TRAP MISS NEXT TURN
PAWS AHEAD GO BACK 1 SPACE
END
CAT'S AWAY GO AHEAD 4 SPACES
START

Bibliography

BIBLIOGRAPHY

Bell, Irene W. & Jeanne E. Wieckert. Basic Media Skills Through Games. Libraries Unlimited, 1979. gr. K-12.

Botel, Morton & Ralph C. Preston. How To Study. Science Research Associates, 1974. gr. 9-12.

Brown, Sandra M. Building Word Power. Modern Curriculum Press, 1975. gr. 3-6.

Brown, Sandra M. Increasing Comprehension. Modern Curriculum Press, 1977. gr. 3-6.

Brown, Sandra M. Organizing Information. Modern Curriculum Press, 1977. gr. 3-6.

Brown, Sandra M. Using References. Modern Curriculum Press, 1975. gr. 3-6.

Brown, Sandra M. Working With Facts and Details. Modern Curriculum Press, 1977. gr. 3-6.

Center for Understanding. Doing the Media. McGraw, 1978. gr. K-12.

Davies, Ruth A. School Library Media Program: Instructional Force for Excellence. 2nd ed. Bowker, 1979. gr. K-12.

Goldsweig, Beryl. Into Studying. Scholastic, 1979. gr. 7-9.

Gordon, Charlotte. How to Find What You Want in the Library. Barron. gr. K-12.

Hart, Thomas L., ed. Instruction in School Media Center Use. ALA. gr. K-12.

Klaina, Sigmund. How to Sharpen Your Study Skills. Lothrop. gr. 6-12.

Lubans, John Jr., ed. Educating the Library User. Bowker, 1974. gr. 6-12.

Maddox, Henry. How to Study. Fawcett, 1978. gr. 9-12.

Margrabe, Mary M. The "Now Library Media-Center: A Stations Approach and Media Center Teaching Kit. Acropolis, 1975. gr. K-12.

Margrabe, Mary M. Media Magic, Games & Activities for Total Curriculum Involvement. Acropolis, 1979. gr. K-12.

Marin, Glenn H. & Thomas A. Smith. Listening Skills Activity Pack. Walch, 1979. gr. 7-12.

Mitchell, Scott C. Super Student! The Student's High School Handbook. Kingsfield Publishing, 1980. gr. 9-12.

Morrow, James. Media & Kids: Real World Learning in the Schools. Hayden, 1977. gr. K-12.

Palovi, L. & Goodman E. Elementary School Library in Action. Prentice, 1968. gr. K-6.

Silverman, Eleanor. 101 Media Center Ideas. Scarecrow, 1980. gr. K-6.

Spirt, Diana L. Developing Useful Library Skills. H. W. Wilson, 1979. gr. 7-12.

Study Skills Program. Developed by H. M. Study Skills Group. The National Association of Secondary School Principals, 1979. gr. 9-12.

Thomas, James L. Turning Kids on to Print Using Nonprint. Libraries Unlimited, 1978. gr. K-12.

Wagner, Rudolph F. Study Skills for Better Grades. Walch, 1978. gr. 9-12.

Walker, H. Thomas & Paula Kay Montgomery. Teaching Media Skills: An Instructional Program for Elementary and Middle School Students. Libraries Unlimited, 1977. gr. K-6.

Wehmeyer, Lillian B. School Libraries as Education. Libraries Unlimited, 1976. gr. K-12.

Weigand, George. How to Succeed in High School and Score High in College Entrance Examinations. Barrons, 1974. gr. 9-12.

Welch, Lydia. Dictionary Skills. Denison, 1979. gr. 4-8.

Wikler, Janet. How to Study and Learn. Watts, 1978. gr. 4-6.

Zakalik, Leslie. Study Skills Sorcery. The Learning Works, 1978.

MULTI-MEDIA

A Picture's Worth a Thousand Words: Interpreting Visual Information. sound/slides. The Center for Humanities, 1977. gr. 7-12+.

Adventures in Library Land. sound/filmstrip. Educational Enrichment Materials, 1977. gr. K-6.

Basic Study Skills: Learning How to Learn (series). sound/filmstrip. Educational Enrichment Materials. gr. 4-6.

Basic Study Skills Life Skills Program (series). sound/filmstrip. Society for Visual Education, 1978. gr. 7-jr. college.

Basic Study Skills, Sets I-III (series). sound/filmstrip. Learning Tree Filmstrips, 1975. gr. 3-6.

Competency Skills: How to Use Your Time Better and Improve Your Grades. sound/slides. Center for Humanities, 1979. gr. 9-college.

Cool Chicken. game for teaching library skills. Upstart Press. gr. 3-8.

Developing Your Study Skills. 2 sound/filmstrips. Guidance Associates, 1969. gr. 9-12.

Developing Study Skills. sound/filmstrip. Coronet. gr. 4-6.

The Dictionary. sound/filmstrip. Society for Visual Education, 1977. gr. 3-5.

Disney's World of Study Skills (series). sound/filmstrip. Walt Disney Educational Media Company, 1979. gr. 3-8.

The Electric Company Basic Study Skills Multimedia Kit (series). sound/filmstrip. Imperial Educational Resources. gr. 4-7.

Essential Study Skills. Learning to Learn (series). Center for the Humanities, Inc. gr. 9-12.

Note-Taking and Outlining Skills. sound/slide.

How to Study Effectively. sound/slide

Library Media Center: A Disney Study Skills Program. sound/filmstrip. Walt Disney Educational Media, 1978. gr. 3-8.

Listening Skills: How to be an Active Listener. sound/slide.

Fundaments of Studying. sound/filmstrip, 2 parts. The Reading Laboratory, Inc.

High School Study Skills of Study. sound/filmstrip. United Learning, 1979. gr. 9-12.

How to Survive in School: Note-Taking & Outlining Skills. sound/slide set. Center for the Humanities, Inc. gr. 7-12.

How to Use Your Time Better and Improve Your Grades. slide/sound. Center for the Humanities, Inc., 1979. gr. 9-12.

Improving Your Study Skills: How to be a Better Student (set). sound/filmstrip. Guidance Associates, 1974. gr. 5-9.

Learning the Library. sound/filmstrip. Educational Activities, 1975. gr. 3-6.

Learning to Learn: Work and Study Habits (series). sound/filmstrip. January Productions, 1980. gr. 4-8.

Reading Quickskills (units A5 & A8). sound/filmstrips, posters, workbooks, teacher's guide. Coronet, 1949. gr. K-6.

Skim, Scan or Study? (set). sound/filmstrip. Guidance Associates. gr. 4-6.

Study Skills Essential--Getting a Head Start (series). sound/filmstrip. Great Plains National Instructional Television Library, 1978. gr. 4-6.

Survival Study Skills: Test-Taking Basics (series). sound/filmstrip. Eye-Gate Media, 1980. gr. 8-12.

Teacher's Program Thinking Skills. sound/filmstrip. Benefic, 1978.

Test-Taking Skills: How to Succeed on Standardized Examinations. sound/slide. Center for the Humanities, Inc., 1978. gr. 9-12.

Tutor-Aid. card sets for teaching basic library skills. Upstart Press.

Understanding the Library Series. sound/filmstrip. BFA Educational Media, 1978. gr. 4-8.

Using the Library and Media Center. sound/filmstrip. Eye-Gate, 1976. gr. 9-12.

Where to Go For What You Want: Special Problems in Library Research. sound/slides. The Center for Humanities, 1978. gr. 11-12+.

EVALUATION

The State Department of Education would appreciate your help. Please answer the following questions and return this page to the address listed below.

1. Circle grade level taught: K 1 2 3 4 5 6

2. Was the content of this publication generally appropriate for your classroom? Yes_____ No_____

3. Was the information:
   most helpful_____ of no help_____ of some help_____

4. Which sections did you find most useful?
   1_____ 2_____ 3_____ 4_____ 5_____ 6_____

5. What are some related types of publications that would be of use to you?

6. Comments/suggestions:

Name (optional):_____

Please return to:

Sharon A. Lease, Curriculum Coordinator
Curriculum Section
State Department of Education
2500 North Lincoln Boulevard, Room 3-82
Oklahoma City, Oklahoma 73105